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COURSE IN AMERICAN CITIZENSHIP IN THE GRADES

For the Public Schools of Iowa

P. E. McCLENAHAN,
Superintendent of Public Instruction

Published by
The State of Iowa
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Course

in

American Citizenship

in

The Grades

For the Public Schools of Iowa

P. E. McCLENAHAN,
Superintendent of Public Instruction

In Compliance With An Act for the Teaching of American Citizenship in the Public and Private Schools Located in the State of Iowa and Providing for an Outline of Such Subjects

Thirty-eighth General Assembly, Chapter 406

Published by
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Sub-committee Appointed by the State Superintendent of Public Instruction of Iowa, to Arrange a Course on Citizenship for the Grades in the Public Schools of the State

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FOREWORD

The Thirty-Eighth General Assembly passed an act providing for the teaching of American Citizenship in the public and private schools located in the State of Iowa, and providing for an outline for such subjects.

In accordance with this act a brief outline was prepared soon after the law was enacted and mailed to all the schools as a guide for the work which was to be done. Then plans were made and a committee was appointed to hold conferences and later select a smaller committee to write the course of study. This outline is the result of the work of that committee and has been officially approved by the Department of Public Instruction and is now the official outline for the course in American Citizenship for the public and private schools in the State of Iowa. It is expected that every County Superintendent in the State will devote some time in the next teachers' institutes to giving the teachers instruction upon this course and explaining the methods by which the best results may be secured.

I sincerely hope that this outline may be of much help to the pupils, teachers, parents, and boards of education and that it may result in making better qualified citizens in the State of Iowa.

P. E. McCLENAHAN,
Superintendent of Public Instruction.

PREFACE

The Thirty-Eighth General Assembly of the state of Iowa enacted a law requiring all public and private schools located within the state of Iowa to teach the subject of American citizenship. Section two of that act says "The superintendent of public instruction shall prepare and distribute to all elementary schools an outline of American citizenship for all grades from one to eight, inclusive."

In compliance with that law, the committee appointed by the superintendent of public instruction, submits this outline for the teaching of American citizenship in the grades. The aim is to present to the grade teacher such suggestions in method of presentation, and such material for use by the teacher in class instruction, as will constitute a well balanced course in the fundamentals of citizenship. The purpose of the course in citizenship is to give the child such instruction and training as will help to make him a good citizen. The aim of the course is both immediate and remote. The course recognizes the child as a young citizen, a member of various communities such as the home, the school, the neighborhood, the city, the state and the nation, and aims to develop habits and ideals which will make for right conduct and relationship as a young citizen. It also recognizes in the child the future adult citizen with wider duties and obligations, and aims in part to bring about such development as will make for efficient citizenship in the years to come.

The course for the grades is presented in three groups: Primary, including first, second and third grades; Intermediate, including fourth, fifth and sixth grades; Grammar, including seventh and eighth grades. In the primary grades the aim is three-fold—to cultivate good manners; to develop wholesome health habits; to teach elementary principles of good citizenship. The subject matter in the primary grades is arranged in lessons and definite suggestions are made as to the frequency of lessons and as to matter to be presented. The committee believes that definite suggestions as to matter and methods are of great value in the grades because of the rapid changing personnel of our elementary teachers. The same plan is followed, in part, in the intermediate grades. However, more latitude is given the teacher in the intermediate grades and the subject matter is presented less in detail but with the same

degree of thoroughness. The use of elementary texts may well begin with the intermediate pupils and illustrative materials may be placed in their hands. The outline for the seventh and eighth grades sets forth a well developed course in community civics and may well be supplemented with a good text book in the hands of the pupils. Excellent text books are now appearing, many of which include both community civics and the civics of the state and nation.

The outline includes a list of reference books and outlines as well as the best texts now published by the various book publishing companies. Directors and teachers in rural schools, and the boards of education and superintendents in town and city schools, are urged to provide for their school libraries all the books referred to in the outline. The best results in teaching citizenship can be had only when teachers and pupils are well supplied with supplementary material.

The committee submitting this outline on citizenship wishes to acknowledge valuable assistance rendered by Dr. Henry J. Peterson, Professor of Government in the Teachers College; to Mrs. Floe Correll Francis, former Supervising Critic in Teachers College; to George F. Robeson, of the West Des Moines High School, and to other teachers interested in the teaching of civics and citizenship in the schools of Iowa. Much of the material used in the outline was gathered and used in study center work in the Teachers College. Mrs. Francis arranged the outline and added the references for the work in the primary grades. Mr. Peterson did the same work for the intermediate grades, and Mr. Robeson arranged the outline for the grammar grades. Acknowledgments are also made to several primary, intermediate and grammar grade teachers for valuable suggestions.

SUGGESTIONS TO TEACHERS

If civic training is to be effective it ought to begin with the child's entrance in school and ought to be continuous and persistent. The chief consideration is to cultivate a habitual attitude of mind towards one's civic relation and responsibility and toward the community's organization and practice by which alone these responsibilities can be fulfilled. It is generally conceded that true American ideals must be created in the minds of our American youth while they are in the public schools. These ideals relate in a large measure to the immediate activities in which they grow up and in

which they expect to spend their lives as adults in the community. Many of our boys and girls will spend their lives in towns and cities and so they must be made acquainted with those activities in which town and city people live. The policeman, fireman, postman, street cleaners, garbage collectors, care and protection of property, corruption in politics, etc., ought to be emphasized by teachers in towns and cities. But even more of our boys and girls will live in rural communities and will be active in those things in which rural people are most concerned. As citizens they must think about roads, playgrounds, calf clubs, seed corn, game laws, taxes, courts, community morals, prevention of waste, pure air and water, and the prevention of diseases among people and among farm animals. It is necessary to keep in mind the community needs when teaching citizenship to boys and girls. The frequent moving from town and city to country and from country back to town and city necessitates that teachers of citizenship present the fundamentals of both rural and city life to both groups of pupils. Their skill in handling these and similar problems will be the measure of their civilization and progress in either the city or rural community.

Many courses in civics fail because they fix attention upon the machinery of government rather than upon the elements of community welfare for which government exists; that is, they familiarize the pupil with the manipulations of the social machinery without showing him the importance of the social ends for which the machinery should be used. Consequently, the pupil upon leaving school, uses his knowledge for ends which are most evident to him, his own selfish interests. If civic teaching is to improve citizenship and is to give a better understanding as a basis for a more active participation in the affairs of the community, the state and the nation, the subject of civics must be socialized. By socializing civics we mean the presentation of the fundamental principles of civics and citizenship in the class room in a manner as nearly as possible like these activities are carried on by the people in the communities, the state and the nation. The truth is now recognized that we learn to do by doing. Dramatization has come to be the most effective way of teaching many of the most fundamental principles of citizenship. The proper way to present the subject of "elections" is for the teacher to conduct a mock registration and election in the class room. With the teacher as instructor and guide, the pupils should carry out the entire proceeding, even to the making of registration books, the printing or writing of ballots,

construction of voting booths, choosing of judges of election, counting of ballots, etc. Presenting the subject in this manner will call to the attention of the pupil many different phases of the subject otherwise passed over. Do not only talk about community life, but encourage your pupils to investigate different conditions and activities in the community and report in class.

Each lesson while being definitely correlated with other lessons, should be complete in itself and have a keynote which is emphasized. One lesson, for example, may emphasize the pupil's dependency upon the community; another, the pupil's responsibility to the community. The subject matter found in this syllabus should be supplemented by informal class discussions and the continual use of questions and answers on local civic subjects. Plan to have special objective material which bears on the lesson at each class session. Such material may consist of pictures, sample ballots, charts, legislative bills, garden plans, park plans, products of hand work, country road improvements, reports of clean-up campaigns, of calf clubs and pig clubs, of current events, poems, patriotic speeches, and stories that can be given in two or three minutes by members of the class.

Patriotism is an essential and vital part of every citizen's training and equipment for life. Therefore, we must teach patriotism in a vital and material way, as well as give the pupil an enthusiastic appreciation of the leading men and women of America and of American institutions. The life and character of the leading men and women of American ought to be presented in such manner as will cause boys and girls to love and admire our national leaders and to give to such names as Washington, Adams, Jefferson, Hamilton, Lincoln and Roosevelt a high place among the names of the great men of the world.

Thrift and saving is one of the fundamental virtues of present day American life. The teacher ought to encourage the spirit of thrift in the pupil as early as possible in his school course. The teacher can well afford to organize a school bank in which the pupils may deposit their pennies and receive a "deposit slip" and learn to keep a "pass book." When a pupil has a deposit of one dollar or more, advise him to draw out his money and place it in a real savings bank. Children should be taught the saving habit.

In making this outline, the committee found as their greatest problem, the reconciling of different views as to what a course in citizenship ought to be. The material offered in this outline is not en-

tirely new. It has all been tried and found successful in one place or another. However, good or bad this outline may be, its success will depend largely on the teacher using it. In the hands of a wise, sensible teacher, one who realizes that the teacher is the mainspring in the class recitation, this outline will prove to be of both immediate and far-reaching value. In the hands of the supercritic, or the teacher who finds that her own way of doing things is not made prominent this outline will prove of little value. Give it a fair trial and enrich it from your own experience and success.

COURSE IN CITIZENSHIP

FOR THE PRIMARY GRADES—Grades 1, 2 and 3

The ultimate aim of all Civics Teaching: The making of better citizens in the home, in the community, in the state, in the nation.

The immediate aim in the primary grades is three-fold:

1. To cultivate good manners. A knowledge of social customs and social usages is necessary to civilized man. "A young man or woman who does not know the rules of social life is frequently ill at ease, awkward, confused, and unable rightly to exert powers of speech or action when opportunities offer for making friends that may be of larger importance than will come again in years." Manners are matters of sufficient value to be studied for themselves. The daily exercise of self control and consideration for others reacts on the processes of mind and tends to produce excellency of character. We are unwilling that American citizens shall have other manners than those which result from what was known of old as "good breeding."
2. To develop wholesome health habits. Happiness depends more or less on health. If boys and girls are going to be happy, they must be well, so the development of good personal health habits is of vital importance What brings health and happiness to the individual will make the home and country a better place to live.
3. To teach the elementary principles of good citizenship, such as obedience, helpfulness, industry, truthfulness, care of property, courage, loyalty, love of the beautiful, and belief in the right. A government that accords equal rights and opportunities to all enjoins equal duties and responsibilities upon all. Hence, we must prepare our children for the assumption of those rights and responsibilities by early training in the elementary principles of good citizenship.

SUGGESTIONS FOR CARRYING OUT THE ABOVE

The course consists of three parts—Manners, Health, and Elementary Principles of Citizenship. The health program is to be presented in a general lesson in hygiene, once each week for six weeks. The study of a topic each Monday morning for the required six weeks. The lessons in manners consist of thirty lessons, one lesson to be given on each Monday during the time required to complete the course. The lessons in elementary principles of citizenship are to be given in one lesson each week, perhaps on Wednesday, throughout the entire school year.

PART I. AIM: TO TEACH MANNERS

(Thirty Lessons)

GREETINGS

There are many little forms of greeting one another that have become customary among kind hearted people. The mere words of greeting mean so much more when the kind thought shows in our tones of voice and manner of giving it. We should never address our teacher as "Teacher", but as we enter the schoolroom in the morning we say, "Good morning, Miss Wilson," and on leaving we say, "Good night," or "Good bye." If we meet her in the afternoon it is polite to say, "Good afternoon, Miss Wilson." It is never polite to call out, "Hello" to one older than we.

Lessons 1 and 2.—Good Morning, Good Night.

Examples:

Good morning, mother dear.
Good night, Aunt Laura.
Good morning, Grandfather.
Good afternoon, Miss Jones.

References:

"Good morning is the golden link
Which starts the day so bright, we think.
And when the day of work we close,
Good night will bring a sweet repose."

Game, Greeting and Meeting, p. 5, Popular Folk Games and Dances, A. Flanagan Co.

Game, Going Walking, p. 6, Popular Folk Games and Dances.

Game, Kull Danzen, p. 13, Popular Folk Games and Dances.

COURTESIES

Lesson 3.—I thank you.

Examples:

This is such a nice apple, I thank you, Mary.
I thank you for these flowers, Jane.
John hands a book to Mary. She replies, "Thank you, John."
"I thank you, sir," and "if you please,"
Make many burdens lift with ease.

Lesson 4.—If you please.

Examples:

Please give me your book, Mary.
Please pass the bread, father.
Mother, I should like the bread, if you please.
Will you please lend me your knife, John?

Lesson 5.—I beg your pardon.

Examples:

Do not pass rudely in front of people. If you do so of necessity, say, "I beg your pardon."

If you bump into one in passing, or by accident, excuse yourself by saying, "I beg your pardon."

In reaching for a book, if you get in the way of another excuse yourself by "Pardon me."

Lesson 6.—Excuse me.

Examples:

If you jostle or get in the way of another it is not polite to laugh but you should stop and say, "Please excuse me," or "Excuse me, please, Miss Wilson," or simply "Excuse me."

COURTESY IN REPLIES

So often we are discourteous in that we fail to make any reply whatever when a request is made of us, or something is told to us. We listen in a courteous manner. If a request is made, we do the thing asked. How much nicer it is if we do reply in words also.

Lesson 7.—"Yes, Miss Wilson." "No, father."

Examples:

(A plain "yes" or "no" is not considered discourteous and the older "Yes, Ma'am" is no longer considered the nicest way. Soften the plain "yes" with a word or two following.)

"Yes, Charles, I shall go with you."

"No, but I am glad that you can go."

"No, Miss Wilson, I did not get my lesson completed."

"No, Mr. Black," is a better form than "No, sir."

Lesson 8.—"Certainly," or other answer than "yes" or "no."

Examples:

"May I have your knife?" "Certainly."

"Will you help me with my lesson?" "I shall be glad to help you."

CHEERFULNESS

Lesson 9.—Cheerfulness at tasks, at play.

Examples:

Whining if the task seems too hard.

Sulking if mother asks you to help her.

Crying if denied something you want.

Pouting if things do not please you.

Arguing if requested to do or not do something.

Lesson 10.—Cheerfulness when things go wrong.

Examples:

Laugh and rebuild your blocks if an accident happens.

If the rain spoiled your picnic, do something nicer.

If work interferes with play make play of the work.

If a cold keeps you in when you had other plans, have a good time by reading mother a good story or amusing yourself.

COURTESIES TO HOME FOLKS

Lesson 11.—Never interrupt a person speaking.

Do not interfere with entertainment of guests by demanding so much of time and attention for yourself.

Do not contradict another.

COURTESIES TO GUESTS IN THE HOME

Lesson 12.—Greet in a nice manner.
Help entertain in a modest way not interfering with plans of others.
Share toys with visiting children.
Never be rude.

COURTESIES TO SERVANTS—PRIVATE AND PUBLIC

Lesson 13.—Speak in kindly way.
Never be rude or officious.
Observe the Golden Rule when dealing with them as with all people.

COURTESY TO STRANGERS

Lesson 14.—Do not stare rudely.
Do not question about their private affairs.

GENERAL COURTESIES IN THE HOME

Lesson 15.—Do not read over one's shoulder.
Do not listen to things you are not expected to hear.
Do not tease those weaker than you—nor the crippled.
Never laugh at mistakes or failures of others.
Do not talk or laugh noisily when it might disturb others.

GENERAL COURTESIES IN PUBLIC

Lesson 16.—Do not stand in order to see better if others sit, if by doing so you interfere with the view of any.
In street car, give seat to ladies, or elders.
Be modest, quiet, careful in all your ways.

MANNERS AT THE TABLE

Lesson 17.—Preparation for the meal.
Examples:
Cleanliness of person.
Neatness of the dress.
Hair nicely combed.

Lesson 18.—When and how to be seated.
Examples:
When the hostess (it is mother in the home) says a meal is served, come at once.
When the hostess is seated or given the signal, be seated.
Sit erect, not too close to the table.
Keep hands quietly in the lap until served.
Keep elbows at the sides, never spread out.

Lesson 19.—Show no impatience to be served.
Do not reach for things.
Ask for what you like if it is not passed.
"Will you be kind enough to pass the meat," will get the desired result.

Lesson 20.—Helping serve.

If a dish is near you, pick it up, but before serving yourself, pass it to the one sitting next you, saying, "Will you have some jelly?" Think constantly of others and help mother see that all are well served.

Lesson 21.—Take the piece nearest you, never "picking over" to find a more desirable piece. This would be selfish and ill-mannered. If there is a choice, it is nice to ask someone else to have it.

Lesson 22.—Eat quietly.

Do not fill the mouth too full. Chew the food with the mouth closed. Never smack the lips. Eat soup quietly from the side of the spoon.

Lesson 23.—Use of knife, fork and spoon.

Use the knife to cut food and to butter the bread, never put it in the mouth.

Use the fork to carry the food to the mouth. Do not try to get too much on it. In cutting meat the tines of the fork should be turned down.

Use the spoon to eat cereals, certain desserts and soupy vegetables, and to stir cocoa, or coffee.

Never leave the spoon in the cup.

Do not eat with the fingers. It is not cleanly, nor does it look well.

Lesson 24.—Help to make a pleasant table atmosphere.

Never tell unpleasant things at the table.

Help make interesting conversation.

Never speak with the mouth full.

Place napkin over the mouth, and turn away to cough or sneeze.

Observe all the little niceties like spreading only a small piece of bread at a time.

Place knife and fork carefully on one side of the plate when passing the plate for a second helping.

Do not pick the teeth at the table.

Lesson 25.—Rising to leave the table.

Rise when the hostess rises or gives the signal to do so.

If necessary to leave during the meal ask to be excused by, "May I be excused, please," or "Please excuse me."

References:

Training in Courtesy—Bulletin No. 54, Department of Interior.
Dramatization of Table Manners in above named bulletin.
(Try out for the Thanksgiving dinner).

SHARING

Lesson 26.—Sharing with home folks.

Sharing of material things, candy, toys, books, etc.

Sharing of work, pleasures, joys, sorrows.

Sharing of plans for the family.

Lesson 27.—Sharing with Playmates.
Toys, play, books—Leading to unselfishness and fair play.
Lesson 28.—Sharing with others.
Teacher, friends, children in the hospital, etc.
Lesson 29.—Showing love in the home and school, by kindnesses.
By cheerful obedience.
By making others happy.
By helpfulness.
Lesson 30.—Showing love by gifts—the Christmas spirit.
Gifts for home folks.
Gifts for sick or shut-ins.
Gifts for friends.
Gifts for birds, pets.

PART II. AIM: TO DEVELOP WHOLESOME HEALTH HABITS

HEALTH

"To seek health is my duty as a good citizen of the United States."

This work is directed especially toward the formation of wholesome health habits; for almost without exception defects and diseases can be prevented or remedied by giving proper physical care in childhood and youth.

HEALTH PROBLEMS

Health as a rule is a purchasable commodity, and the price is education.

The saving of human life is more than a humanitarian question, as it must also be considered from an economical viewpoint. During the past twenty years, the average age at death has been increased from 37 to 42 years, and the death rate has been reduced from 17.6% to 14.2%. This means an annual saving in life greater than Great Britain lost in any one year of the War. A large proportion of this is due to the lessened deaths of children from preventable diseases.

Statistics show that about one half of all children die before reaching the age of five, and that one-half of all deaths occur before the age of twenty-three. During the recent war, 31% of the young men between the ages of 21 and 31 were found unfit for full military service by reason of physical defects, the majority of which could have been prevented.

During each year there are 1,600,000 deaths in the United States, of which 40%, or 670,000 could be prevented by the proper application of the well-known principles of preventative medicine. In figuring the value of an average individual's earning capacity at a minimum of $2,000, which is very low, this would make a loss to the various communities and the Government of $1,340,000,000.00 annually, not including the enormous expenses of sickness, loss of time and disability from physical defects, not fatal, which could and should be eliminated.

The duty of the practicing physician is to cure those already ill, and to give such advice as his time allows. The real work in preventative medicine must be done by public health agencies, the support of which must come from general funds. The Federal Government, through its Public Health Service, is making a scientific study of the various diseases which affect mankind and the means of preventing same. The state boards of health through conferences and bulletins are in constant contact with the Federal Government and receive the full benefit of its investigations.

The schools of the larger cities are in position to avail themselves of health measures to a much greater degree than those of the rural districts by reason of their densely populated districts. If the rural districts are to avail themselves of the greatest good resulting from health education, it is necessary that this work be organized by county units, with full-time health officers, and sufficient corps of nurses to give all rural school children proper inspection and advice relative to all matters pertaining to health.

In the majority of larger cities, the child has all the advantages of medical inspections, and direction in his physical exercise, with health centers where he may secure from the various clinics free medical treatment and advice, and where necessary operations for removing physical defects can be performed. In addition to the above, supervised play grounds, outdoor schools for the tubercular, and special classes and diet for those suffering from mal-nutrition are provided.

There is no reason why in this bounteous Iowa of ours that every county should not have a similar Unit in which all of the applications of the principles of health education could be applied. It is a known fact that retardation of the student is usually due to physical defects, such as defective eye-sight, neglected teeth, diseased tonsils, incipient tuberculosis, mal-nutrition, and many other diseases and conditions which should be discovered and the child restored to his normal physical condition by proper early treatment.

In addition to the United States Public Health Service, the superintendent of public instruction, and the state board of health by advice and information rather than compulsion are the agencies through which this work should be inaugurated in the various states.

The program in each county should be carried out by the county superintendent, the health officer, boards of education, and welfare organizations, allowing each community by its own initiative to have its full share of the work.

The efficiency of a community is direct evidence of health and happiness.

The plan provides for an extensive study of the health program under seven heads. This study will occupy the first six weeks of the school year. With one exception, one division is taken up for study during each week, the work on the new topic beginning each Monday morning and the activities to begin with the opening lesson on the topic. As each division of the program is studied and put into practice the work on the previous study is continued so at the close of the six weeks' work the children are fully prepared for the "Health Chores" as outlined by the Modern Health Crusade Movement.

At the close of the study—as will be seen in the outline following—a parent-teacher meeting is recommended in order to secure the co-operation of the home on the health program.

The work on health for the remaining thirty weeks of the school year consists in the carrying out of the "chores" and supplementing these by other study as the need or the opportunity arises.

See to it that the time spent at school utilizes all the opportunities open for the formation and development of these health habits, recognizing that regularity and constancy of effort are the chief essentials.

The following outline should be carried out, using the topics as suggested but fitting the means to the opportunities. It may be presented in the hygiene period.

FIRST WEEK

I. Cleanliness Habits.

1. *Personal*—We are pleasanter companions when we are clean than when we are dirty. Boys and girls who are not clean may be offensive and will be unwelcome in a group of their class mates. The cleaner we are the better we look, the more comfortable we are and the better our companions enjoy our company.

a—*Face, neck, ears and hands:* No one likes to look at a dirty face or dirty hands, no one enjoys being touched by dirty hands. If they become soiled in work or play, wash them as soon as the task is completed.

"Face and hands washed clean and white
Teeth like pearls all shining bright,
Tidy looking nails and hair
Clothing that's arranged with care,
Polished shoes, all these things show
Children who are neat you know."

"Dirty hands are such a fright
See, I've washed mine nice and white,
Mother says, "It is quite right
To wash both morning, noon and night."

References:

Song, How We Keep Clean. Tune, "Marching Through Georgia," I. S. T. C. Bulletin, General Lessons on Citizenship.

Story, "The Pig Brother," Wide Awake First Reader.

Picture Story, No. 1-2-4-9-12, Silent Reading for Health, Modern Health Crusade.

Story, "The Little Tin Soldier," p. 5, Teaching Health Through Stories, etc., Modern Health Crusade.

Jingles on Cleanliness, p. 7, Teaching Health Through Stories, etc., Modern Health Crusade.

Song, Verse 2 on p. 3, Over the Top Singing, Modern Health Crusade.

Story, Billy Boy, Vol. 2, No. 5, Rural School Bulletin, Dec. 1920.

b—*Hair and Nails:* Every self-respecting person should care for the hair and nails. A clean scalp, clean hair, and well shaped clean nails should be the pride of every boy and girl. Have your own comb and brush, keep them fresh and clean. Wash comb and brush when you wash your hair about every two weeks. Care for the nails daily.

c—*Teeth:* Sometimes the teeth are so decayed or so unclean that the breath is bad. Brush with a good brush as regularly as you wash you face, keep them bright and pearly. Never use another's tooth brush. Have one of your own—keep it clean and use it every night and morning. If a tooth decays, see a dentist at once.

(The above references will be much more effective if provision is made for rural teachers to have these books in their libraries.)

References:

See verse above.

Song, Pearly Teeth, p. 6, Over the Top Singing, The Modern Health Crusade.

Song, Little Boy Blue, p. 7, Over the Top Singing, The Modern Health Crusade.

Story, Old Man Grouchy Tooth-ache, Rural School Bulletin Vol. 2, No. 8, March, 1920.

Drill, Tooth Brush, p. 4, Teaching Health Through Stories, Modern Health Crusade.

Picture Story IV, Silent Reading for Health, Modern Health Crusade.

Song, Yankee Doodle Folks. Tune, Yankee Doodle. Bulletin Iowa State Teacher's College, General Lessons on Citizenship.

Song, Here We Go Around the Mulberry Bush.

d—*Skin:* It shows bad manners to come around people with unclean bodies. We must bathe the whole body in a tub, if possible using warm water and soap at least once a week—twice would be better, change soiled clothing for clean garments at least once a week. In summer we should bathe oftener with warm water and soap because we perspire more freely.

e—*Clothing:* Friends like to see you dressed in clean clothing. Do not spill food on your clothing while eating. When spots do appear, wash them off. Hang up coats and hats or lay on a shelf so they remain neat and clean. Put on your work clothes for work and your school suits will remain clean a long time.

2. *Belongings.*

a—*Toys, books, room at home:* Keep belongings in clean place, arrange them carefully and neatly. Take pride in clean and tidy appearance of your room.

b—*Books, wraps, desk at school:* Do not use book with soiled hands. Put fingers under corner of a leaf to turn it and do not wet fingers to turn them. Take the same care of all that belongs

to you at school as at home. Books are the "good friends" at school.

c—*Share in common property:* Home, school room, public buildings, parks and roadways. Use the same, if not better care, when using public property—as compared with use of your own. Be ashamed to tear a library book, throw an orange peel on the street or paper on the school house floor. Leave no scratches or marks on buildings—they belong to the public and are therefore as much yours as others. Let us help care for public property; if we cannot help directly, we can help by doing no harm to any of these.

References:

"Sure Pop and the Safety Scouts," World Book Co., 40c.

David and the Elves, Minnesota State Health Association, St. Paul. Free.

SECOND WEEK

II. Fresh Air Habits.

1. *Effect of fresh air—as compared with stale air*—invigorates, keeps you wide awake, and alert. Stale air often brings headache and drowsiness.
2. *Disinfecting power of fresh air and sunshine.* These make people healthy just as they purify bad water, give new life to plants and animals.
3. *Ventilation*—is exchange of air. Let the stale air out of house and lungs and fill with clean, fresh and moist pure air. "Too much fresh air is just enough." The only bad night air is last night's—open the window and let it out.
4. *Correct posture and right breathing*—To teach correct standing position, give directions as follows:

1. Stand straight and tall.
2. Head up.
3. Chin in.
4. Chest high.
5. Hands down at sides.
6. Heels together, toes straight ahead.

Take 10 or more slow, deep breaths of fresh air each day.

Use triple test for posture.

References—Picture Story V, Silent Reading for Health, Modern Health Crusade.

Story, Old Scowly Spine Pack, Rural School Bulletin Vol. 2, No. 10 May, 1920.

Song, Corn Soldiers, First Year Music, Hollis Dann.

THIRD WEEK

III. Wholesome Food Habits.

1. *Eating*—Form the habit of eating regularly and not more than four times a day. Eat slowly, small bites and chew abundantly. Do not drink with food in the mouth. (Learn what is the best nour-

ishing food and use it. Beware of eating too much meat, fried foods and sweet things.)

Each child should use his own knife, fork, spoon (and eat only food that has been well protected from flies and dust.)

2. *Mastication—thoroughness*—"When we chew, let's count to ten, before the bite goes down."

a—*Haste*—Food is not acted on by the saliva and the burden is thrown on other organs of digestion.

b—Nervousness in eating disturbs digestion.

c—Pleasant atmosphere at the table aids digestion. Eat slowly, chew thoroughly, tell interesting news and jokes.

3. *Foods—Kinds:*

a—Cooked foods are more digestible than raw.

b—Hot foods are more stimulating than cold.

c—Wash fruit such as apples, bananas, oranges before eating. Dust and germs may get on the hands even if you do not eat the peel.

4. *Drinks—kinds:*

Hot and cold water, cocoa or milk for children. Drink water before each meal, four glasses daily on the average, also before going to bed. "An internal bath is as necessary as an external one."

Coffee and tea are not foods and children should never use them.

References:

Song, Some Don'ts, p. 4, Over the Top Singing, Modern Health Crusade.

Picture Story No. X in Silent Reading for Modern Health Crusade.

Story, The Milk Fairies.

FOURTH WEEK

IV. Sleep Habits.

1. Regularity is a great necessity as sleep is the greatest body builder known. Stretch out full length, think of some happy story or incident and go to sleep. The most restful time is the hours before midnight.

2. *Number of hours each night*—10 hours a minimum for children, 12 hours is better for children under seven years of age.

3. *Sleep with plenty of fresh air*—Keep the windows open, some at both the top and the bottom. Have good warm garments and coving but keep faces uncovered.

References:

Song, first verse, p. 3, Over the Top Singing, Modern Health Crusade.

Picture Story, Silent Reading for Health, Modern Health Crusade.

Jingles, p. 7, Teaching Health Through Stories, etc., Modern Health Crusade.

Song, Little Bo Peep, Sleep-Bulletin I. S. T. C., Gen. Lessons on Citizenship.

Song, Mistress Mary, Sleep-Bulletin I. S. T. C., General Lessons on Citizenship.

V. Clothing habits:

1. *Care*—Keep clothes clean, well brushed and buttoned, with buttons, hooks and eyes sewed on. Put the clothes on carefully. If a girl, make your ribbon bow look neat and jaunty. Neatness is pleasing; little adornment such as ribbons or jewelry is needed. Rather please by clean clothes, neat shoe strings, hair bow and well cared for shoes.
2. *Fitness of clothing*—Rubbers or overshoes should be worn to protect the shoes when needed but must be removed when coming inside as feet would perspire in the warm room. Remove damp shoes and stockings at earliest opportunity. Wear clothing suitable to season and occasion.
3. *Need of loose clothing*—Freedom of movement and comfort demands that the clothing be loose. To fill the lungs with fresh air, stretch the arms, exercise and work with freedom, we must have no tight clothing.

Note to Teachers: Begin weighing and measuring pupils, placing records on cards to keep on file (and to be copied to children's cards later).

FIFTH WEEK

VI. Work and Play Habits.

Every child has a right to a well developed body. Exercise will help him obtain this. Some parents say, "My children work enough, they do not need exercise." Most of the work children do develop only muscles enabling them to lift or use their arms. The result is that the muscles that hold the body erect and the muscles that enable both of the limbs to act quickly and coordinately, are not developed.

1. *Play*—Most children do not know how to play. Their recreation consists largely in rude attempts to see who is physically strongest. Often these attempts resort to trickery. Games should be employed that will give an opportunity for physical exuberance to express itself and at the same time to train the child to do team work. Even the physical strength games like wrestling matches, tugs of war, snowballing, may serve in giving many useful lessons in good citizenship if properly managed.

   The play instinct should be preserved. Nothing rests the body or brain so quickly as the happy abandon to the play instinct. The loss of the spirit and the capacity to play deprives children and adults of much happiness and to a certain extent of the ability to recuperate from weariness or trade of life. Thus the school should encourage work, exercise for development of unused and untrained muscles and free play.
2. Cultivate the habit of completion of effort.

   a—Finish the work at hand—be it work or play.

b—Put tools or play things away when through.

c—Be regular at tasks. Stick to them. "Work while we work, and play while we play."

3. Take time for exercise and play.

"If we do not take time for exercise, we will have to take time to be sick."

"Work and no play, makes Jack a dull boy."

References:

Games for Home, Schoolroom and Playground, by Jessie Bancroft. Publishers, McMillan & Co., New York. Price $1.50.

Physical Training for Elementary Schools: Gymnastics, Games and Rhythmic Plays, by Lydia Clark. Publishers, Benj. Sanborn & Company. Price $1.75.

Folk Dances and Singing Games, by Elizabeth Burchard. Publishers, G. Schirmer Company, New York. Price $1.50.

The Song Play Book, by Crampton & Wollaston. Publishers, A. S. Barnes & Company, New York.

The following team games may be secured from the Extension Department, Iowa State Teachers College, Cedar Falls, Iowa: Long Ball, Punch Ball, Soccer, Volley Ball.

SIXTH WEEK

VII. Safety First Habits or Protection of Self and Others.

1. Protection of self at school—

a—See that light is good for study, that that seat is comfortable.

b—Hold shoulders in good position, feet on the floor, sit well back in the seat during study.

c—Have your own books, pencils, tablets, drinking cup and towel. Keep things out of your mouth. Do not loan pencils or anything else that can be put in the mouth. (Nothing except food, fork, spoon, toothbrush and dental thread should go in the mouth.)

d—Carry a clean handkerchief. Report to teacher if you do not feel well.

2. Protecton of others at school.

a—Use your handkerchief carefully, placing in pocket as soon as through using it. Carry a clean one.

b—Turn away and cough or sneeze with handkerchief over the mouth.

c—Do not use your handkerchief or drinking cup for little brother or sister.

d—Never give away apple or candy from which you have been eating.

e—Avoid spitting where the germs may be carried.

f—Do not attend school if you have a bad cold, or contagious disease of any kind, or if someone in the family has contagious disease.

"Don't ever trade your candy, don't swap your chewing gum,
Don't give away yer apple, when you've been eating some,
Be careful 'bout your han'kerchief, not every feller knows
You mustn't never use it on your little brother's nose."

"Catch that sneeze in your handkerchief."

3. Prevention of Accidents—

Home Accidents (First Grade)

1. How I may
   a—Put away playthings.
   b—Straighten rugs.
   c—Keep halls and stairways clear.
   d—Put sand or ashes on icy walk.
2. Dangerous playthings—
   Pointed scissors, knives, toy pistols, balls, firecrackers.
3. Dangerous places to play.
   In street, near lake or river, near fences, porch rails, banisters, high windows and trees.
4. Caution against
   a—Hot liquids.
   b—Tasting unknown things—medicines, food, plants.
   c—Poison label.
   d—Animal bites and kicks.
   e—Interference with stove, lamp, electric or gas fixtures, machinery.

School Accidents (Second Grade)

1. Responsibility for care of younger children.
2. Danger of pushing, shoving or tripping others.
3. Danger of riding a bicycle or roller skating near the school.
4. Danger of throwing ball, snowball, stones or other things.
5. Necessity for order in fire drills.
6. Care for ourselves and others in games.

Street Accidents (Third Grade)

1. Watch and be guided by traffic officer.
2. How street accidents may be avoided
   a—Do not play in the street.
   b—Look both ways before crossing street—first to left, then to right.
   c—In passing behind a vehicle, look to see what is coming.
3. Notify officer if tree or other obstruction is in street.
4. Never touch a wire that is down—guard until some officer is notified.

Community Accidents (All Grades)

1. Watch automobiles on public highway.
2. Beware of animals in pastures or fields.
3. Watch for snakes or bees when playing in fields.
4. Do not approach too near to horses or cattle in barnyard at home.
5. Stay away from dangerous machinery on the farm or in factories.
6. Crossing bridges on way to school.
7. Do not play near deep water.
8. Be careful when near wire fences.

PART III. AIM: TO TEACH THE ELEMENTARY PRINCIPLES OF GOOD CITIZENSHIP

(Thirty-Six Lessons)

OBEDIENCE

Two Lessons.

This virtue is of the first importance. The child has been taught obedience in the home but here he meets it in a new phase. He sees his obedience as a part of the obedience of the whole school. The lesson begins on the first day.

Suggestions—

1. Reasons for obedience.
   a—Child obeys first because he was taught to do so in the home.
   b—Child obeys because he is told to do so.
   c—Inspire him to want to obey to please the teacher.
   d—Later expect him to obey in order to please a voice within him. This leads to self control under law.
2. Examples of obedience.
   a—Little chickens obey the mother hen and come for feed or to keep out of danger. Why?
   b—Little birds obey the mother bird when learning to fly.
   c—Soldiers obey their commander. Why?
3. Principles—(Plan for about three lessons to teach these)
   a—Obedience should be prompt.
   b—Obedience should be cheerful.
   c—Obedience should be complete not partial.
   d—Obedience should come before one is told.

Aids to Teacher—

Grade I.

Story, Billy's Lesson, Natural Method First Reader, p. 28.
Story, Hansel and Gretel, Natural Method First Reader, p. 97.
Story, The Fox and His Bag, Winston First Reader, p. 2.
Story, Peter Rabbit, Winston First Reader, p. 114.
Song, Bed Time, C. Bailey's Songs of Happiness, p. 126.
Song, The Five Brave Knights Come Riding, The Children's Year, by Grace Wilbur Conant, p. 45.
Story, How To Be a Good Citizen, What To Do for Uncle Sam, p. 174.

Grade II.

Stories used in First Grade.
Songs used in First Grade.
Story, How To Be a Good Citizen, What To Do for Uncle Sam, p. 174.

Grade III.

Story, Obey the Laws, The Land of Play, p. 30.
Story, The Brownie and the Cherry Tree, Baldwin and Bender Third Reader, p. 213.
Songs, Bed Time, C. Bailey's Songs of Happiness, p. 126.
Song, The Five Brave Knights Come Riding, Grace Wilbur Conant's

In the Children's Year, p. 45.
Story, How To Be a Good Citizen, What To Do for Uncle Sam, p. 174.
See "Lessons in Americanism," The Short Constitution, Martin J Wade.

CLEANLINESS

The Social Side: (One Lesson)

This virtue has a great social value. The pleasure of seeing clean faces and hands, the clean dress, handkerchief, personal belongings, the clean desk, books, the clean floor, and playground adds materially to real enjoyment.

Suggestions—

1. Reasons for cleanliness—(social side)
   a—A clean child is happier, healthier, and learns self respect.
   b—A clean child makes friends readily.
   c—A dirty, unkempt, careless child is unhappy usually and has few friends.
   d—Clean body, and clean clothes react on the disposition.
2. Examples of cleanliness.
   a—The birds take their baths regularly.
   b—The cat has her own method of cleanliness.
   c—Cite other examples.
3. Principles.
   a—Cleanliness is a duty one owes to himself and his friends.
   b—Dirt begets disease, attracts flies.
   c—"Clean and neat. This makes me healthy and good and happy too. Beloved by those about me and to my own self true."

Aids to the teacher.

Grade I.
Story, Tom the Water Baby, Wiltse Kindergarten Stories, p. 11.
Story, Carl and the Earth Worms, Wiltse Kindergarten Stories, p. 181.
Story, Little Brother, Wide Awake First Reader.
Story, Cleanliness, Wide Awake Second Reader, p. 146.
Grade II.
Story, Little Brother, Wide Awake First Reader, p. 146.
Story, Cleanliness, Wide Awake Second Reader, p. 146.
Grade III.
Stories, Ones used in Grade I and II, or others.
Dramatization, Cleanliness, Bulletin 54, Training in Courtesy, Department of Interior.

ORDERLINESS AND NEATNESS

(Two Lessons)

This topic is closely related to cleanliness and the example set in the home and by the teacher counts much. Teacher's desk will be a model. Neatness of hair, dress, shoes, shoe strings, and handkerchief will all be noted by the children. The teacher may set a standard by her personal appearance and by her requirement regarding the blackboard, desks, floor, school yard, care of books and preparation of lesson papers.

Suggestions.

1. Set an example by personal appearance and work.
2. Plan for three lessons—applicable to home and school.
   a—Personal appearance.
   b—Caring for one's possessions—desk, wraps, room, playthings, lunch, bicycle.
   c—Care of possessions common to the group—floor, blackboard, home yard, school yard, public playground.

Aids to the Teacher.

Grade I.

Story, Story of a Mouse, Wiltse Kindergarten Stories, p. 19.
Song, The Garden, C. Bailey's Songs of Happiness, p. 26.
Song, The Pussy, C. Bailey's Songs of Happiness, p. 112.
Song, Neatness, Over the Top Singing, Modern Health Crusade, p. 2.

Grade II.

Story, The Fairy Who Came to Our House, C. Bailey's "For the Children's Hour," p. 29.
Song, The Pussy, C. Bailey's Songs of Happiness, p. 26.
Song, Neatness, Over the Top Singing, Modern Health Crusade, p. 2.

Grade III.

Stories, Suggested in second grade list.
Songs, Suggested in second grade list.

PUNCTUALITY

(One Lesson)

This virtue should be given due emphasis during the period of habit formation. To be tardy at a meal shows lack of consideration for the hostess, be it mother or some other lady. To be tardy at school shows lack of consideration for the other pupils, for the teacher, and also for those who make school possible.

Suggestions.

1. Be punctual in home duties.
   a—Suppose mother was so late with dinner that you are late to school.
2. Be punctual in school duties.
   a—Suppose the teacher slept so late she did not come to school.
3. Form habits of punctuality for all times.
   a—Suppose the trainmen did not run on schedule time—what danger?
   b—Suppose the banks did not open at any regular time—but when the cashier pleased.
   c—Suppose the Sunday school superintendent announced that the Christmas program would come in June because the weather would be nicer.

Aids to the teacher.

Story, The Race, Story Hour Reader, book I, p. 55.
Story, The Race, Free-Treadwell, book II, p. 16.
Story, The Fairy Shoes, Elson's Third Reader, p. 23.
Story, He Did Not Hesitate, Young American Readers, Civic Duty, p. 3.
"Lessons in Americanism," The Short Constitution, Martin J. Wade.

CO-OPERATION

(Two Lessons)

By co-operation is meant working together. Each child must learn to take his place in the group. The interest which has centered in self should be trained to include others. The purpose is to help the child realize his membership in the group and the necessity for co-operation and personal responsibility.

Suggestions.

1. Relationship of the home life.
   a—*Father*—What he does toward the home life, including pleasures.
   b—*Mother*—What she does toward the home life, including pleasures.
   c—*Children*—Get what from others, give what to others?
2. Group relationship in the school.
   a—Captain of the team on the playground—each pupil takes responsibility for his or her part of the game.
   b—Housekeeper from their own group to assist the teacher in keeping room tidy.
   c—Advantages of organized co-operation:
      1. Doing of many things one could not do alone.
      2. Enjoyment of working together.
      3. Training in teamwork and social spirit.
3. Sharing in the community life.
   a—Third grade pupils are not too young to have civic pride.
   b—They enjoy being active members of the community.
   c—Civic pride is cultivated by activity.
      By sharing the responsibility of keeping the park, streets, and lawns neat and tidy, the child develops an appreciation of co-operation.

Aids to the teacher:

Grade I.

Fable, The Ant and the Cricket, Aesop.
Story, The Open Gate, Mother Stories, Lindsay.
Story, Dust Under the Rug, Mother Stories, Lindsay.
Story, The Legend of the Great Dipper, Kindergarten Stories, Wiltse, p. 54.
Story, The Little Red Hen, Winston Readers, Primer, p. 116.
Story, Henny Penny, Winston Readers, Primer.
Story, The Old Woman and Her Pig, Winston Primer.
Singing Game, Ten Little Indians, Singing Games for Children, Flanagan.
Poem, Gentlemen Gay's Thanksgiving, Primary Plans, Supplee, p. 71.
Story, Our Helpers, Horace Mann First Reader, p. 83.

Grade II.

Story, The Raindrop, Winston First Reader, p. 38.
Story, Finding the Stars, Winston First Reader, p. 106.
Story, Little Half Chick, Winston Second Reader, p. 37.
Story, The Golden Blackbird, Winston Second Reader, p. 103.

Singing Game, Ten Little Indians, Singing Games for Children. (A. Flanagan Co.)
Singing Game, Leeby Lee, Singing Games for Children. (A. Flanagan Co.)
Games, To train in team work.
Story, One Good Turn Deserves Another, Jones Second Reader, p. 158.
Story, The Five Birds, (sharing).

Grade III.

Story, Billy, Betty, and Ben and the Circus, The Golden Ladder, by Sneath and Hodges.
Story, A Quarrel Among Quails, The Golden Path, Sneath and Hodges.
Poem, The Three Bugs, Poems of Alice Cary.
Story, Palma's Friend, The Junior Four Minute Men, Nov. 15, 1918. School Bulletin No. 4.
Stories, Our Home and Personal Duty, Young American Readers. (John Winston Co.)
Game, Turning the Wreath, Popular Folk Games and Dances. (A. Flanagan Co.), p. 26.
Games, To Train in Team Work, Singing Games for Children, p. 43.
Verses, Wind (p. 149), Seed (p. 153), Growing (p. 154), Rain (p. 186), Primary Plans, Supplee.
Keeping Your Town Beautiful, Chap. XIV, What To Do for Uncle Sam.
Story, Goody Two Shoes, Baldwin and Bender Third Reader, p. 11.

COURTESY, SYMPATHY AND APPRECIATION

Social Side: (Two Lessons)

Some time has been spent on this topic under the head of manners. Here it is the intention to be more general and to give added opportunities for practice.

Suggestions:

1. Courtesy—sympathy—appreciation—as shown to our associates, members of our family, guests, playmates, neighbors.
2. Courtesy on the street.
   a—Speaking in kindly way to all the people we know.
   b—Being polite in meeting or aiding strangers.
   c—Never laughing at people strange in dress, or ways.
   d—Not obstructing the walk or highways.
   e—Stepping aside to give place to ladies or elders.
3. Courtesy in public places:
   a—Be on time.
   b—Sit quietly, avoid loud voice or noisy manner.
   c—Keep mind on program in progress.
   d—Avoid shoving for place or otherwise taking undue advantage.

Aids to the teacher.

Grade I.

Song, Good Morning, Songs of Happiness, C. Bailey, p. 97.
Song, Good Morning, The Children's Year, Grace W. Conant, p. 1.
Song, How Do You Do, My Partner, The Children's Year, Conant, p. 8.

Song, Daisies, The Children's Year, Conant, p. 36.
Song, Good Morning Song, Kindergarten and First Year Music, Hollis Dann, p. 75.
Song, Good Afternoon, Hollis Dann.
Story, The Boy and the Goat, Winston Primer.
Story, The Little Porridge Pot, Winston First Reader, p. 94.
Story, The Elephant, Wiltse Kindergarten Stories, p. 193-4.
Singing Games, Visiting games, Children's Singing Games, (A. Flanagan Co.) p. 13.
Singing Games, Hansel and Gretel Dance, Children's Singing Games, p. 40.
Singing Games, Social Dance, Children's Singing Games, p. 41.
Dramatization, Christmas Tree, Natural Method Primer, p. 110.

Grade II.

Story, The Story of the Three Pigs, Winston Second Reader, p. 2.
Dramatization, The City Mouse and the Country Mouse, Winston Second Reader, p. 225.
Poem, The Little Boy's Goodnight, Natural Method Second Reader, p. 255.
Songs, All suggested under list for Grade I.
Singing Game, London Bridge, Children's Singing Games, A. Flanagan Co.
Singing Game, Round and Round the Village, Children's Singing Games, p. 13.
Singing Games, Oats, Peas, Beans, and Barley Grow, Children's Singing Games, p. 16.
Singing Game, Visiting Game, Children's Singing Games, p. 31.
Singing Game, Social Game, Children's Singing Games, p. 41.
Victor Record No. 17210, I Wish You a Very Good Day.

Grade III.

Stories, songs and games suggested for Grades I and II.
Dance, Children's Dance, Popular Folk Games and Dances, A. Flanagan, Co., p. 32.
Dance, Sandal Polka, Popular Folk Games and Dances, p. 32.
Dramatization, Behavior on the Street Cars, Bulletin 54.
Training in Courtesy, Department of the Interior.
Victor Record No. 17210, I Wish You a Very Good Day.
Story, Good Night and Good Morning, Baldwin and Bender Third Reader, p. 162.
Poem, Good Night Poem, Baldwin and Bender Third Reader, p. 250.
Lessons in Americanism, Martin J. Wade.

KINDNESS TO ANIMALS

(Two Lessons)

How the children name their pets and tell of their acts. What can we do for our pets? Of what value are birds? How may we care for them? Tell stories of pets we have read about. Read of Hiawatha's pets. Suggestions:

1. *Our friends*—bird, insect, fowl and animal life—we may have friends such as "The Cricket on the Hearth", "The Carrier Pigeon", "The Little Red Hen", "Beautiful Joe", "Black Beauty", etc.
2. *Protection of animal life*—making bird houses, caring for pet dog, cat, rabbit, birds—killing only harmful ones.
3. *Study of habits of animal life*—bee, ant, bird, beaver, mole, gopher, squirrel, etc.

Aids to the teacher:

Grade I.

Story, Winter Preparations of Animals, Primary Plans, Supplee, p. 61.
Story, Hiawatha and the Rabbit, Primary Plans, Supplee, p. 78.
Poem, Plum Turkeys Are We, Primary Plans, Supplee, p. 82.
Story, Woodpeckers, Primary Plans, Supplee, p. 116.
Story, Owl, Locusts and Wild Honey, Primary Plans, Supplee, p. 119.
Poem, The Robin, Primary Plans, Supplee, p. 167.
Poem, A Secret, Primary Plans, Supplee, p. 167.
Song, The Owl, Gayner, p. 79.
Story, Thanksgiving Story, Wiltse Kindergarten Stories, p. 77.
Song, The Crickett, Songs of Happiness by C. Bailey, p. 32.
Song, The Little Land, Songs of Happiness by C. Bailey, p. 34.
Song, The Bee, Songs of Happiness by C. Bailey, p. 38.
Song, The Busy Ants, Songs of Happiness by C. Bailey, p. 42.
Song, The Chickadee, Songs of Happiness by C. Bailey, p. 50.
Song, I Love Little Pussy, The Children's Year, Grace Wilbur Conant, p. 35.
Song, Fido and His Master, Progressive Bk. I, p. 7.
Song, The Bird's Breakfast, Progressive Bk. I, p. 115.
Song, The Little Tralls Are Spinning, Modern Primer, p. 101.
Song, Robin's Return, Modern Primer, p. 16.
Victor Record No. 17380, The Whistler and His Dog.
Lessons in Americanism, Martin J. Wade.

Grade II.

Poem, The Cow, Stevenson's Poems, p. 58.
Story, A Brave Dog, Natural Method Reader, p. 84.
Poems, Robin's Secret, Natural Method Reader, p. 97.
Song, A Hunting We Will Go, First Year Music, Hollis Dann, p. 88.
Song, Fuzzy Wuzzy Caterpillar, Child Land Book II, p. 12.
Song, Funny Little Bunny, Child Land Book II, p. 31.
Game, Rabbit in the Hollow, Popular Folk Games and Dances, A. Flanagan Co., p. 21.
Game, The Shepherd Maiden, Popular Folk Games and Dances, A. Flanagan Co., p. 23.
Victor Record No. 16835, Birds of the Forest.
Stories and Songs Suggested under Grade I.
Story, Ginger, Reading, Literature Third Reader, p. 177.
Story, Black Beauty, Literature Third Reader, p. 167.
Story, A Dog of Flanders, Literature Third Reader, p. 149.
Story, Dicky Daddlest (pet crane) Baldwin and Bender Second Reader, page 151.

Grade III.

All suggested under Grade II.

Story, Black Beauty, Reading, Literature Third Reader, p. 167.

Story, Ginger, Reading, Literature Third Reader, p. 177.

Story, A Dog of Flanders, Literature Third Reader, p. 149.

Story, Hiawatha's Pets, Longfellow's Hiawatha.

Song, Frogs and Toads, Lyric Primer, p. 111.

Victor Record No. 17174, Sweet Bird.

Victor Record No. 16835, Birds of the Forest.

Study, Saving the Wild Fowl and Birds, Chapter VI. What To Do for Uncle Sam.

Study, Being Bird and Lords, p. 161, What To Do for Uncle Sam.

Study, Being Kind to Animals, Chapter VII, What To Do for Uncle Sam.

Story, The Talkative Tortoise, The Golden Path, Sneath and Hodges.

Story, Beautiful Joe.

Story, Friends at the Farm, Baldwin and Bender Third Reader, p. 190.

Story, Robin Redbreast, Aldine Reader (Third), p. 114.

TRUTHFULNESS

(Two Lessons)

The business of the world depends on truthfulness. The truthfulness of the world is the truthfulness of each citizen.

Suggestions:

1. *Necessity for truth.*—We expect the postman to tell the truth when he says we have no mail. We expect the grocer to tell the truth when he says the candy is worth ten cents. We expect the ticket agent to tell the truth when he says the train is twenty minutes late. We expect the train flagman at the crossing to tell the truth when he does not wave his sign, telling us danger is near. The business of the world demands the truth.
2. Ways to tell an untruth. A half truth is as bad as a lie. We may tell an untruth by
   a—Letting people think a thing is so when it is not so.
   b—By telling only a part of the facts.
   c—By our manner or by the expression of the face.
   d—By making a fact seem smaller or larger than it is.
3. Frequent causes for untruths.
   a—To appear bigger or wiser.
   b—To cover a wrong—in self or others.
   c—To save others from worry (extreme cases)
4. Effects of untruthfulness and of truthfulness:
   a—Effect of lying on the one who does it,

"Dare to be true; nothing can need a lie."

Aids to the teacher:

Grade I.

Story, Wolf, Wolf, First Readers.

Story, on page 21, Stephenson's Garden of Verse.

Story, The Lion and the Mouse, Wiltse Kindergarten Stories, p. 43.

Story, George Washington and the Cherry Tree.

Grade II.

Story, Wolf, Wolf, First Readers.

Verse, p. 21, Stephenson's Garden of Verse.

Story, George Washington and the Cherry Tree.

Story, The Necklace of Truth, Easy Road to Reading, Third Reader, p. 47.

Story, What the Clock Said, Baldwin and Bender Third Reader, p. 36.

Grade III.

Story, What Happened to Cuddy, Third Readers.

Quotations, "My strength is as the strength of ten, because my heart is pure." Tennyson.

"Shame knew him not, he dreaded no disgrace,
Truth, simple truth, was written on his face." Crabbe.

Story, The Necklace of Truth, Easy Road to Reading, Third Reader, p. 47.

Story, Who Stole the Bird's Nest, Reading, Literature, Free and Treadwell, p. 69.

Story, Speak the Truth, Baldwin and Bender, Third Reader, p. 167.

Story, What the Clock Said, Baldwin and Bender, Third Reader, p. 36.

Lessons in Americanism, Martin J. Wade.

HONESTY

(Two Lessons)

Honesty is in a way the same as truthfulness but in a narrower sense, "Honesty is that sense of right which makes it impossible to take or use that which does not rightfully belong to us."

Suggestions:

1. We show our honesty by the way we do our tasks.
   a—How did "Honest Abe" win his name?
   b—By doing our tasks as well as we can whether anyone is looking or not.
2. We show our honesty by playing fair in our games.
   a—By learning lessons well, with no copying from anyone.
   b—By taking good care of borrowed articles and returning them promptly.
   c—By being willing to share favored places with others.
3. We show our honesty by correcting errors we find we have made, or in acknowledgment and righting our wrongs we have done.
   a—By acknowledgment of the breaking of a window and getting a new one—if we have such an accident.
   b—What is a coward?
   c—If we commit a wrong, how can we escape being a coward?
   d—What is the relation between honesty and honor?
   e—Illustrate by stories of King Arthur and His Knights.

Aids to the teacher:

Grade I.

Story, The Stolen Corn, For the Children's Hour, C. Bailey, p. 68.

Story, The Borrowed Book, Lincoln the Young Man, Deming and Bemus.

Song, Lady Bird, First Year Music, Hollis Dann, p. 62.

Grade II.

Story, The Proud Crow, Aldine Second Reader, p. 8.
Stories, King Arthur and His Knights, Tennyson.
Stories, Those listed under Grade I.
Dramatization, Fair Play, Bulletin No. 54, Training in Courtesy, Dept. of Int., p. 38.
Quotations, "Honesty is the best policy," B. Franklin.
Story, Give Heed to Little Things, Jones Second Reader, p. 152.

Grade III.

Quotations, "An honest man's the noblest work of God." B. Franklin.
Story, The Stolen Corn, For the Children's Hour, C. Bailey, p. 68.
Song, Lady Bird, First Year Music, Hollis Dann, p. 62.
Story, "The Borrowed Book" from Lincoln, the Young Man, by Deming and Bemus.
Dramatization, Fair Play, Bulletin No. 54, Training in Courtesy, p. 38.
Stories, King Arthur and His Knights, Tennyson.
Story, Give Heed to Little Things, Jones Second Reader, p. 152.
Lessons in Americanism, Martin J. Wade.

COURAGE

An effort is here made to help a child to overcome timidity, and hesitancy, to rely on self, to endure physical hardships and develop courage to stand for what he believes is right in spite of opposition.

Suggestions:

1. Physical Courage—
   a—Fear of animals or nature.
   Children who are told stories about animals and the happenings of nature need never fear harmless animals, the dark or storms. The teacher should wisely influence children to develop natural courage in regard to these things and help those who are afraid to overcome such fears. Destroy superstitions regarding thunder, spiders, dark, etc.
   b—Fear of pain.
   We admire a child who does not cry over accidental hurts on the playground; one who is a good soldier when he gets vaccinated or visits the dentist. Fear or hurt conquered once, becomes less when met a second time.
2. Moral Courage—
   a—Cultivate the courage to stand erect before others, look them squarely in the eye and say or do the thing planned.
   b—Practice doing things before others until self-possession and poise are natural.
   c—Cultivate the courage to always act and speak the truth.
   d—Cultivate the courage to meet and overcome difficulties.
   e—Cultivate the courage to go ahead if right but also to profit by criticism.
   f—Cheerfulness—courage to minimize discouragements for sake of associates and friends.

Aids to teachers:

Grade I.

Story, How the Robin Got Its Red Breast, Natural Method Second Reader, p. 79.

Story, How the Home Was Built, C. Bailey's for the Children's Hour, p. 39.

Poem, Somebody's Knocking, Parmly Third Reader, p. 147.

Grade II.

Story, Same as Grade I and III.

Story, The Leaf's Journey, Aldine Second Reader, p. 64.

Story, William Tell, Parmly Third Reader, p. 182.

Story, Hansel and Gretel, Third Reader, p. 100.

Poem, The Fairies, Easy Road to Reading, Third Reader, p. 40.

Grade III.

Stories, Same as for Grade I.

Quotations:

"Not all the names of heroes are to be found in history."

"Cowards are cruel; but the brave
Love mercy, and delight to save."

"Dare to be a Daniel; dare to stand alone.
Dare to have a purpose true, and dare to make it known."

History Stories, Magellan the Idler Becomes Ambitious, p. 63, Founders of Our Country, Am. Book Co.

History Stories, Columbus Sticks to His Strong Purpose, p. 13, Founders of Our Country, Am. Book Co.

History Stories, The Father of Georgia, p. 253, Founders of Our Country, Am. Book Co., (Has the courage to make a home for the outcasts of England.)

Story, The Mouse Who Was Not Afraid, Easy Road to Reading, Third Reader, p. 19.

Poem, The Rain, Harp, (To overcome fear of wind) Easy Road to Reading, p. 162.

Poem, Windy Nights, Easy Road to Reading, p. 54.

Reading, Cheerfulness, A kind of bravery, Bulletin No. 54, p. 36, (Training in Courtesy, Dept. of Int.)

Story, Young Dandelion, Aldine Third Reader, p. 145.

Story, The Knight of the Silver Arrows, Aldine Third Reader, p. 136.

Lessons in Americanism, Martin J. Wade.

FAIR PLAY

(Two Lessons)

"Playing fair and sticking to the rules of the game will help to make of any boy or girl an honest man or woman." Play in group contests will teach the value of team work.

Suggestions:

1. Playing fair means observing the Golden Rule in work and play.
   a—Should one child always be hunter or catcher in a game?

b—Who has a right to use the apparatus on the playground?
c—How can we play fair with new children who come into our community?
d—How can we play fair with smaller or weaker children?
e—How can we play fair with children whom we do not like?

2. Playing fair means being unselfish.
a—Do we share our playthings, our games, our time?
b—Do we plan to help little brother or sister have a good time?
c—How can our unselfishness help mother, father, teacher, friend?

3. How playing fair helps us and others.
a—Playing fair to father and mother helps them to make a good and happy home.
b—Playing fair at school helps in making school life happy and valuable.
c—Playing fair in our community means we do not "pay back" for slights or wrongs.

Aids to the teacher:

Grade I.

Rhyme, Pussy and I, Winston First Reader, p. 49.
Story, The Three Bears, Winston Primer.
Story, The Greedy Cat, Winston First Reader, p. 20.
Story, The Three Goats, Winston First Reader, p. 28.
Story, The Ugly Duckling, Wiltse Kindergarten Stories, p. 201.
Golden Rule, "Whatsoever you would that men should do to you, do you even so to them." Matthew 7:12.
Singing Game, The Muffin Man, p. 19, Children Singing Games (Flanagan).

Grade II.

Story, The Stone in the Road, Winston Second Reader, p. 61.
Story, The Frog's Offer, Winston Second Reader, p. 78.
Story, The Selfish Jackal and the Sheep, Natural Method 2d Reader, p. 133.
Story, Fun for the Boys, Winston Second Reader, p. 18.
Dramatization, The Traveler and the Bear, Winston Second Reader, p. 101.
Golden Rule, Quoted under Grade I list.
Singing Games, Progressive Road Book I, p. 55, 71, 72, 91, 93, 95.
Story, Three of Us Know a Secret, Aldine Second Reader, p. 91.

Grade III.

Dramatization, Fair Play, Bulletin 54, (-Training in Courtesy, Department of Interior).
Story, The Selfish Jackal and the Sheep, Winston Second Reader, p. 133.
Story, Fun for the Boys, Winston Second Reader, p. 18.
Game, Swedish Gymnastic Dance, p. 17, Popular Games and Dances, (Flanagan).
Game, Stealing Sticks, (Ammunition by the Minute Men), Ganee XII, Iowa State Teachers College Extension Office.
Singing Games, Progressive Book I pp. 55, 71, 72, 91, 93, 95.
Verse:

"Be to others kind and true
As you'll have others be to you;
And neither do nor say to men
What e'er you would not take again."

CARE OF PROPERTY

(Two Lessons)

Suggestions:

1. Meaning of personal property.
   a—This is mine. I earned it by my own efforts.
   This is mine. I bought it with my own money—money that I, myself, earned.
   This is mine. Some one who owned it, gave it to me.
   This is mine. I gave for it something I had a right to give away and received it from one who earned it by his own efforts.
   b—Care I should give my property.
   c—Care others should give my property if I loan it to them.
2. Property of others.
   a—Why it belongs to a particular person.
   b—What rights he has with it.
   c—Care he owes it.
   d—Care I give it, if loaned to me.
   e—Respect due the property, clothing, speech, manners, and ideals of others.
3. Taking what does not belong to me.
   a—Why it is wrong to "swipe," "hook," or steal apples, melons, grapes, etc.
   b—If you learn that you committed a wrong, not knowing it at the time, what should you do?
   Tell the story of Abraham Lincoln as a clerk in a store. He used the wrong weight in measuring out a pound of tea to a customer. Although it was night, he walked four miles to deliver the remainder of the pound of tea.
   c—How does this apply to the copying of lessons, taking another's idea, taking credit that belongs to some one else.
4. Vandalism—wilful or ignorant destruction.
   a—Is it right to mark on walls of buildings, to scratch or cut names on public property, such as school desk, trees, sidewalks?
   b—It is wrong either to destroy or to render of less value the property of another by marking, cutting, breaking or by any other means.
5. General Questions.
   a—To whom does the home, school, park, library belong?
   b—Who should care for the home? (All who share it).
   The school house? The park? The library?
   c—Who should care for your clothing? Your books? Your toys? Your desk?
   d—What is the meaning of "To destroy a park tree is as sensible as to throw your own ball in the river"?

e—What do you think about the habit of throwing candy sacks on the street, newspapers in the park, paper on the school yard or floor?

f—Why is it wrong to strike a neighbor's dog? To break a globe on a street light? To break windows in an empty house?

g—What can we do to take better care of our property? How have you seen the Boy Scouts help?

Aids to the teacher:

Use any material suitable.

THRIFT AND INDUSTRY

(Two Lessons)

Even in the beginning of school life when tasks are far from serious, there are efforts which may be made in the true spirit of work—the spirit which leads them steadily on until the end, for which the effort is made, is accomplished. Though the way may be happy, the great pleasure is in the attainment.

Suggestions:

1. Self help in the home.
   a—Dressing in the morning.
   b—Getting ready for school.
   c—Undressing for bed.
   d—Feeding one's self.
   e—Caring for possessions.
   f—Entertaining one's self.
   g—Entertaining playmates.
2. Self help in the school.
   a—Making friends.
   b—Caring for lunch, wraps, books.
   c—Preparing lessons.
   d—Taking one's own part.
3. Cultivation of the work attitude—keeping at the work until one's purpose is completed.
   a—Give opportunities for growth of diligence and perseverance—plan regular schedule of lessons and study.
   Demand that tasks be completed and not neglected.
   b—The child must see the end—a "good" from his childish point of view.
   c—Show examples of workers.
   Men and women noted for what they have accomplished, animals that work—bees, ants, squirrels.
   d—Show results of lack of purpose or ambition.
   The boy who idles while his mother or sister waits on him.
   The girl who lets her tired mother wash the dishes.
   The man who allows his wife to earn for the family needs.
   e—Signs of thrift.
   The savings account, pet calf, doing of errands or odd jobs for money.

Saving for tomorrow's need.
The home garden gives food for the summer and much to be stored for the winter.
Father saves money for later use, for times of sickness, for other purposes.
Squirrels store nuts for the season when they can find none.
Savings bank, Thrift or War Savings Stamps.

Aids to the teacher:

Grade I.

Story, Amy Stewart, Wiltse Kindergarten Stories, p. 129.
Story, Hercules and the Wagoner, Wiltse Kindergarten Stories, p. 196.
Story, The Crow and the Pitcher, Wiltse Kindergarten Stories, p. 197.
Story, The Little Red Hen, Winston Primer, p. 116.
Song, The Squirrel, C. Bailey's Songs of Happiness, p. 48.
Song, Baker, C. Bailey's Songs of Happiness, p. 78.
Song, Carpenter, C. Bailey's Songs of Happiness, p. 81.
Song, The Fireman, C. Bailey's Songs of Happiness, p. 82.
Song, The Policeman, C. Bailey's Songs of Happiness, p. 83.
Song, The Shoemaker, C. Bailey's Songs of Happiness, p. 84.
Song, The Postman, C. Bailey's Songs of Happiness, p. 86.
Song, The Street Cleaner, C. Bailey's Song of Happiness, p. 87.
Song, The Umbrella Man, C. Bailey's Songs of Happiness, p. 88.
Song, Blocks, C. Bailey's Songs of Happiness, p. 90.
Songs, The Ballad of the Little Red Hen, C. Bailey's Songs of Happiness, p. 116.

Grade II.

Dramatization, Lucky Hans, Natural Method Second Reader, p. 99.
Dramatization, The Ant and the Grasshopper, Natural Method Second Reader, p. 144.
Story, Miss Grasshopper Gay, Wide Awake Reader (Second), p. 69.
Story, The Stonecutter, C. Bailey's for the Children's Hour, p. 96.
Song, The Little Cobbler, First Year Music, Hollis Dann, p. 18.
Song, Mother Dear, Child Land, Book II, p. 17.
Song, The Postman, Child Land, Book II, p. 23.
Song, The Friendly Policeman, Child Land, Book II, p. 25.
Song, The Gallant Fireman, Child Land, Book II, p. 25.
Song, The Carpenter at Work, Child Land, Book II, p. 96.
Story, If You Want Any Dinner, Horace Mann First Reader, p. 63.
Story, They All Work for a Living, Horace Mann First Reader.

Grade III.

Poem, The Boy and the Hoe, Easy Road to Reading, Book III, p. 46.
Singing Game, Here We Go Round the Mulberry Bush, Children's Singing Games, A. Flanagan Co.
Singing Game, The Garden Game, Children's Singing Games, A. Flanagan Co.
Song, Bee Song, Progressive Book I.
Song, The Farmer, Progressive Book I.
Song, Sing a Song of Workshops, Modern Primer, p. 20.

Song, Garden Song, Eleanor Smith, Book II, p. 69.
Dramatization, Lucky Hans, Natural Method Second Reader, p. 99.
Dramatization, The Ant and the Grasshopper, Natural Method Second Reader, p. 144.
Lessons in Americanism, Martin J. Wade.

LOVE FOR THE BEAUTIFUL

(Two Lessons)

Now and then we meet a person who seems entirely lacking in love for the beautiful. There is so much in nature, in music, in art, that they have no power to appreciate. It is desirable to so develop the capacity for enjoyment of the beauty around, that life will be richer and fuller and greater opportunities will be opened up for enjoyment of leisure time.

Suggestions:

1. Beauty in nature.
   a—Colors seen out of doors at different seasons.
   At different times during the day. Rainbow.
   b—Flowers we enjoy—prettiest in form, fragrance, color, leaf.
   c—Sun at sunrise, at sunset.
   d—Birds we know. Birds we love. Birds with the sweetest songs.
   The nests of birds.
   e—Frost on the windows in winter. Ice or snow on trees or buildings.
   f—Beauty in a storm. Clouds. Night-time.
2. Beauty in art.
   a—Music we enjoy.
   b—Pictures we love to study.
   c—Beauty in architecture, statuary, fountain.
3. Beauty in literature.
   a—Fairy stories—stories we like to hear many times.
   b—Poems we love to repeat.
   c—Verses we memorize because we like them.
   d—Songs we sing for pleasure.
4. Beauty in character.
   a—Qualities—sweetness, kindliness, and fairness.
   b—Traits of character as revealed in the face.
   c—Traits of character as revealed in deeds.

Aids to the teacher:

Grade I.

Story, The Bag of Gold, Winston First Reader, p. 56.
Poem, The Dandelions, Winston First Reader, p. 61.
Poem, Boats Sail on the Rivers, Winston Second Reader, p. 36.
Game, The Swing, Winston Second Reader, p. 65.
Verse, Rain, Stephenson's, p. 71.
Verse, Stars (1 verse) in Stephenson's, p. 73.
Verse, Moon, in Stephenson's, p. 73.
Verse, Wind, in Stephenson's, p. 76.
Story, Apple Blossoms, Primary Plans, Supplee, p. 184.
Song, The Rainbow, C. Bailey's Songs of Happiness, p. 24.

Story, Peep Star! Star Peep! Wiltse Kindergarten Stories, p. 93.
Story, For Willie Winkle, Wiltse Kindergarten Stories, p. 110.
Story, The Legend of the Cowslip, Wiltse Kindergarten Stories, p. 163.
Story, What Are the Dandelions? Wiltse Kindergarten Stories, p. 165.
Story, The Green House With Gold Nails, Wiltse Kindergarten Stories, p. 177.

Grade II.

Song, Dandelions, First Year Music, Hollis Dann, p. 53.
Song, Our Beautiful World, Child Land, Book II, p. 37.
Poem, Rainbow Fairies, Natural Method Second Reader, p. 128.
Poem, September, Wide Awake Second Reader, p. 115.
Story, The Firefly Song, Wide Awake Second Reader, p. 137.
Song, The Rainbow, C. Bailey's Songs of Happiness, p. 24.
Song, Do you know the Trees by Name? New Song Book, p. 7, C. A. Fullerton.
Story, Black Swallowtail, Natural Method Second Reader, p. 142.
Story, Boats Sail on the Rivers, Winston Second Reader, p. 36.
Song, The Swing, Winston Second Reader, p. 65.
Game, The Swing, Winston Second Reader, p. 65.
Poem, Tiny Little Snowflakes, Winston Second Reader, p. 92.
Poem, Tell Me Sunny Golden Locks, Primary Plans, Supplee, p. 21.
Poem, The Milkweed Pod, Primary Plans, Supplee, p. 23.
Poem, The Pussy Willow, Primary Plans, Supplee, p. 156.
Story, The Wild Flower Rainbow, Horace Mann Second Reader, p. 90.
Poem, Wynken, Blynken and Nod, Baldwin and Bender Second Reader, p. 161.
Victor Record No. 64161, Song of the Nightingale.
Victor Record No. 35324, In a Clock Store.
Victor Record No. 17719, Mother Goose Lullaby.
Verse:

"My heart leaps up when I behold
A rainbow in the sky,
So is it now I am a man;
So be it when I shall grow old
Or let me die."—Wordsworth.

"The year's at the spring,
And day's at the morn,
Morning's at seven;
The hillside's dew pearled;
The lark's on the wing;
The snail's on the thorn;
God's in His heaven—
All's right with the world."—Browning.

Song, Goodnight, Pretty Stars, Grant Shaffer.
Poem, Rainbow Fairies, Natural Method Second Reader, p. 128.

Grade III.

All Stories or songs quoted for Grade II.
Story, Little Nannie, Reading, Literature Third Reader, p. 93.
Stories, Taken from Indian Life. Early Settlers in Iowa.

FRIENDLINESS

(Two Lessons)

Consideration for others is the basis for all true courtesy. All well mannered persons show consideration for others. Say the pleasant and courteous things. Forget yourself. Think of others at home, in school, and in public.

Suggestions:

1. Friendship in the home.
   a—Father and mother are our best friends—we must always be considerate and kind to them.
   b—We may show our love to our parents, brothers and sisters, by taking delight in serving and helping them.
2. Friendship in our school life.
   a—The teacher is an unselfish friend. She devotes her time and interest to the growth and happiness of the pupils. We may show our appreciation by being polite, considerate, and helpful.
   b—Our schoolmates are our friends. School friendships last for life. We must be good friends in order to have friends. We should be kind to all, considerate of those whom we do not admire, fair to all, helpful to those in need of our sympathy, and thoughtful of those who are out of school on account of illness.
3. Friendships in our community.
   a—A boy or girl can win the good will of the whole community by being ever courteous, friendly, and unselfish.
   b—Have a friendly greeting for the postman, the grocer, the plumber, the nightwatch, and the mayor.
4. Friendships in the realm of books, nature, and animals.
   a—Love for heroes.
   b—Love for flowers.
   c—Love for animal life.

Aids to the teacher:

Grade I.

Story, Lincoln and His Son Tad.
Story, David and Jonathan (Bible).
Story, How Jesus Laid Down His Life for His Friends.
Story, Goops and How to Be Them, Burgess.
Story, The Little Shepherd, More Mother Stories, Lindsay.
Story, The Broken Window Pane, More Mother Stories, Lindsay.
Story, Cinderella, A Book of Fables and Folk Stories, Scudder.

Grade II.

Story, Diamonds and Toads, Child Life, Volume II, MacDonald and Blaisdell.
Story, St. George and the Dragon, The Golden Path, Sneath and Hodges.
Story, Why Violets Have Golden Hearts, The Golden Path, Sneath and Hodges.
Story, The Magic Mask, The Golden Path, Sneath and Hodges.
Story, The Talkative Tortoise, The Golden Path, Sneath and Hodges.
Story, Nixie Bunny, In Manners Land, Sindelar.

Fable, The Wind and the Sun, Aesop.
Song, The Postman, Songs of a Child's World, Book II, Riley and Gaynor, Jno. Church Co.
Story, David and Jonathan, Bible.

Grade III.

Poems, The Children's Hour, Longfellow.
Story, The Wilderness Babies, Schwartz.
Story, Hans and the Wonderful Flower, For the Children's Hour, Bailey and Lewis.
Story, The Mince Pie, For the Children's Hour, Bailey and Lewis.
Picture, A Helping Hand, by Renouf.
Picture, The Pet Bird, by Meyer von Brenen.
Lullaby, The Lullaby of an Infant Chief, The Posy Ring, Wiggin and Smith.
Story, The Shepherd Boy Who Became a King, Old Stories of the East by Baldwin.
Story, Damon and Pythias, Fifty Famous Stories Retold, Baldwin.
Story, The Snappy, Snappy Turtle, The Golden Deer, Sneath and Hodges.
Story, Helping His Dependent Family, Chap. IX, What To Do for Uncle Sam.
Story, Friendship of the Indians.

CONTENTMENT

(Two Lessons)

Contentment is a virtue if it is a sign of appreciation of the good things we have and not a sign of lack of ambition and purpose. It is the opposite of envy.

Suggestions:

1. Be not envious.
   a—To become discontented with a doll or wagon because some other child has one you consider nicer.
   b—To become dissatisfied as soon as the newness has worn off and beg for something more.
   c—To want the thing just out of reach.
2. Appreciate what we have.
   a—Do you know a girl who loves her rag doll more than you do your nice one?
   b—Do you know a child that got something she cried for but does not care for it now?
3. Do not make others unhappy by constant complaints and requests.
   a—Do you know a child who always complains?
   b—Do you know a child that is always begging for something?

Aids to the teacher:

Grade I.

Story, The Anxious Leaf, Wiltse Kindergarten Stories, p. 34.
Story, The story of King Midas, Wiltse Kindergarten Stories, p. 118.

Story, The Tale of the Littlest Mouse, C. Bailey's For the Children's Hour, p. 45.
Story, Jamie's Lesson, Horace Mann Second Reader, p. 119.

Grade II.

Story, The Donkey and the Grasshopper, Natural Method Second Reader, p. 55.
Story, The Foolish Frog, Natural Method Second Reader, p. 129.
Story, The Discontented Perch, Natural Method Second Reader, p. 206.
Story, The Three Wishes, Wide Awake Second Reader, p. 140.
Story, Jamie's Lesson, Horace Mann Second Reader, p. 119.
Story, Robert's Sympathy, Jones Second Reader, p. 131.

Grade III.

Stories, All listed under Grade II.
Poem, Wishing, Easy Road to Reading, Third Reader, p. 17.
Story, How Tommy Learned a Lesson, Baldwin and Bender Second Reader, p. 73.
Story, When the Little Boy Ran Away, Aldine Second Reader.
Story, The Mountain and the Squirrel, Aldine Second Reader, p. 199.
Story, Grumbledom, Baldwin and Bender Third Reader, p. 168.
Song, The Child's Evening Song, New Song Book 13, C. A. Fullerton.

HAPPINESS

(Two Lessons)

Suggestions:

1. The effect of happiness on us.
   a—Do you know a person who always looks happy?
   b—Who is the happiest person you know?
   c—How do you feel when you meet someone who is grouchy, irritable or cross?
   d—How do you feel when you meet someone bubbling over with happiness?
2. The good that happiness brings.
   a—Makes us feel better.
   b—Enjoy working with a happy group.
   c—Cheers us if we feel bad.
3. How we may show our happiness.
   a—In our faces.
   b—By what we do and say.
   c—By trying to make others happy.

Aids to the teacher:

Grade I.

Story, Good Luck Cricket, Primary Plans, Supplee, p. 35.
Song, The Little Black Crickets, Primary Plans, Supplee, p. 36.
Verse, Doing and Giving, Primary Plans, Supplee, p. 91.
Verse, Little New Year, Primary Plans, Supplee, p. 101.
Story, My Ship and I, Stevenson, p. 98.
Story, The Little Pine Tree, Natural Method First Reader, p. 65.
Song, Contentment, Songs of Happiness, C. Bailey, p. 168.
Song, Happy Thought, First Year Music, Hollis Dann, p. 11.

Song, The Three Rules, First Year Music, Hollis Dann, p. 13.
Song, The Robin's Song, First Year Music, Hollis Dann, p. 47.
Song, Riggetty Jig, New Song Book, p. 5, C. A. Fullerton.
Story, Family, Baldwin and Bender Second Reader, p. 68.

Grade II.

Stories listed under Grade I.
Songs listed under Grade I.
Story, A Good Boy, Stevenson, p. 34.
Story, Foreign Children, Stevenson, p. 95.
Song, Song of Joy, Child Land, Book II, p. 38.
Song, Sunbeams, Child Land, Book II, p. 39.
Song, Mr. Grouch, Child Land, Book II, p. 43.
Poem, A Good, Baldwin and Bender Second Reader, p. 129.

Grade III.

Story, Sir Robert, Easy Road to Reading Third Reader, p. 77.
Song, Mr. Grouch, Child Land, Book II, p. 43.
Song, Song of Joy, Child Land, Book II, p. 38.
Song, Sunbeams, Child Land, Book II, p. 39.
Song, Three Rules, First Year Music, Hollis Dann, p. 13.
Song, Happy Thought, First Year Music, Hollis Dann, p. 11.
Song, Dancing in May, New Song Book, p. 15, C. A. Fullerton.
Song, The Nightingale, New Song Book, p. 6, C. A. Fullerton.
Verse, A Merry, Breezy Little March, Primary Plans, Supplee, p. 148.
Verse, In Snowy, Blowy January, Primary Plans, Supplee, p. 103.
Story, Good Luck Crickety, Primary Plans, Supplee, p. 35.
Story, The Threstle, Aldine Third Reader, p. 134.
Story, The Bluebird, Reading Literature, Third Reader, p. 165.
Story, Rollicking Robin, Baldwin and Bender Third Reader, p. 182.

LOYALTY

(Two Lessons)

Let us be loyal to the spirit of our country, its history, its tradition, principles, and ideals. America prides herself on her home life. We must be loyal to our homes, our homefolks. America prides herself on her heroes. Let us show loyalty to the memory of Washington, Lincoln, John Paul Jones, and others. America prides herself on her flag. Let us love the flag and uphold its honor. America prides herself on the traditions of the race. Therefore we will study to know and carry out these traditions.

Suggestions on Loyalty:

1. Ways we may show loyalty to our homes, school, community, and nation.
   a—Work for them.
   b—Speak well of them.
   c—Do as they bid us.
   d—Learn our national songs.
2. Ways we may learn traditions and history.
   a—By reading stories.
   Indian Stories—William Penn and the Treaty.

b—By taking part in celebrations and holidays.

3. How we may help Uncle Sam keep his holidays.

a—By learning the real significance of each holiday.

How should Christmas be celebrated?

How should July 4th be celebrated?

Would you think shooting of firecrackers suitable for Christmas time?

How should Memorial Day be celebrated?

b—By doing those things that put us in the right spirit for the celebration of each day.

Rejoicing for Independence Day.

Memories of service rendered on Memorial Day.

Pleasure of giving good wishes on birthdays.

Recalling noble deeds on hero days.

Aids to the teacher:

Grades I and II.

Soldiers,

Victor Record 17004, Corn Soldiers.

Song, Soldier Boys, Progressive Book I, p. 22.

Song, George Washington, New Educational First Reader.

Singing Game, Soldier Boy, Children's Singing Games, p. 7.

Singing Game, The King of France, Children's Singing Games, p. 8.

Singing Game, Here Comes One Soldier Marching, Children's Singing Games, p. 9.

Flags,

Exercise, The Flag, Primary Plans, Supplee, p. 140.

Song, The Flag, C. Bailey's Songs of Happiness, p. 70.

Book, The Story of the American Flag, Henry Altemus Co.

Hallowe'en,

Song, Jack-o'-Lantern, Bentley Song Primer.

Song, The Brownies, Lilts and Lyrics.

Thanksgiving,

Story, The First Thanksgiving, Wiggin and Smith, Houghton and Mifflin, Pub.

Song, Thanksgiving Song, Child Land in Song and Rhythm. Jones and Barbour.

Song, Thanksgiving Hymn, Songs for Little Children, Smith.

Song, Over the Hills and Through the Woods, Modern Music Series, Book I.

Song, Thanksgiving, Primary Plans, Supplee, p. 66 and 67.

Song, Thanksgiving in the Barnyard, Songs of Happiness, C. Bailey, p. 59.

Story, Thank You, Pretty Cow, The Land of Song, Book I, p. 35.

Christmas,

Song, O Little Town of Bethlehem, Christmas Carols, Bryant, p. 57.

Song, O Christmas Tree, Every Child Folk Songs, Bailey.

Song, Christmas Hymn, Songs for Little Children, Smith.

Song, Little Lord Jesus, Primary Plans, Supplee.

Song, A Christmas Carol, Songs of Happiness, C. Bailey, p. 60.

Song, A Christmas Party, Songs of Happiness, C. Bailey, p. 64.
Book, In the Child's World, Paulson, Milton Bradley Co.
Book, For the Children's Hour, Bailey and Lewis, Milton Bradley Co.

Easter,

Song, The Easter Rabbit, Songs of Happiness, C. Bailey, p. 73.
Story, Egg Rolling at Washington, Primary Plans, Supplee, p. 160.

Lincoln and Washington days.

Book, Makers of a Nation, American Book Co.

Grade III.

Supplementary list.

Reading, Keeping Uncle Sam's Holidays, What To Do for Uncle Sam, Chapter VIII.
Reading, Taking Care of His Flag, What To Do for Uncle Sam, Chapter XIV.
Reading, Lessons in Americanism, Martin J. Wade. (Use frequently).
Reading, Patriotism, What To Do for Uncle Sam, Chapter I.
Reading, The Pilgrims in Their Three Homes, Houghton, Mifflin Co.
Reading, Mary of Plymouth, American Book Co.
Reading, The Kendall Third Reader, D. C. Heath and Co.
Reading, Abraham Lincoln for Boys and Girls, Ginn and Co.
Song, Silent Night, Christmas Carols by Bryant, p. 29.
Song, Little Town of Bethlehem, Christmas Carols by Bryant, p. 27.
Song, Easter Bells, Eleanor Smith, Book III, p. 170.
Song, Yankee Doodle.
Song, Star Spangled Banner.
Song, America.
Creed, Selected from Sarah Cone Bryant's Book, "I Am an American", (to be studied and learned).

I am an American. My country is the United States of America. My flag is the Stars and Stripes. The Stars and Stripes fly over the school I go to, because it is an American school. I go to it because it is an American school. It was built with public money, and is kept warm and clean with public money, and the teacher is paid with public money. "Public" means belonging to the people.

Everyone in my school is protected by the laws of the United States of America and by the American Army and Navy. I go to school to learn to be a good citizen. All of the people who belong to a country either by birth or by choice, are citizens of that country. I am an American.

REVERENCE

(Two Lessons)

It may be impossible to create a real feeling of reverence in a child of primary grade age. However, an attitude which approaches somewhat near this will later develop into reverence, if properly nourished during this time.

A child has a certain awe with regard to the church—he does not use it as he would a vacant store building. He thinks of the flag as more than a piece of cloth. He regards the truth as more sacred than a lie. So we have much to work on. Psychology teaches that there are three steps leading to ethical action.

1. The individual must understand. He must know what is expected of him and the reason for it. His co-operation is more easily enlisted if his reason is convinced that the course proposed is reasonable and just.
2. Feeling. A strong feeling for the right must be aroused. A well-told story, a verse, a fable, or a song is a more feasible way to arouse this feeling than by a lecture or sermon. Moralizing, as such, is not a popular method of arousing a desirable feeling.
3. Will. "Push the resolve to the place where 'I ought' becomes 'I will.'"

If a child undertakes a task and proceeds to carry it out, he passes through these three mental stages.

If he recognizes his own wrong doing and goes about correcting it, he must also go through these three mental stages in the accomplishment of his task.

By all means avoid preaching. Let the fact, the sentiment, and the appeal to will work its own purpose.

Use such material as can be found in order to develop right attitude of mind toward those things that Americans hold in reverence.

Lessons in Americanism, The Short Constitution, Martin J. Wade. This is exceptionally well adapted for use in schools.

COURSE IN AMERICAN CITIZENSHIP

Grades 4, 5 and 6

SUGGESTIONS TO TEACHERS

The work in the primary grades has aimed to lay the foundation for good citizenship, first by developing in the child some of the fundamental civic virtues, and second, by arousing his interest in topics of civic importance as found in his immediate environment. This study is continued through the intermediate grades, but emphasis is laid on group activities within the child's experience and to develop in him a conception of the privilege of being an American citizen and of the duty he has as a citizen.

These lessons in grades four, five and six attempt to draw out from the pupil's experience what he knows about the community, the town, the city, the township and the county government with which he comes in contact, as to activities and officers, and to organize that knowledge into definite information.

During these years of the pupil's school experience he is eager to reproduce and the teacher will do well to encourage dramatization wherever it fits in to good advantage. Give the pupil problems suitable for his age and advancement and encourage an inquiring nature in the pupil. Give the pupil a chance to observe and to tell what he has seen.

Although the committee recommends no particular text to be used in these grades, we do suggest that suitable books ought to be placed within reach of the pupils and should be encouraged to prepare much of each lesson from books as well as from experience. Good books for intermediate grades are now rapidly appearing, and the list of books prepared by the committee and found in the back of the outline, will be found among the best.

The suggestions for use in the first three grades have sought to bring the child to see that he is one of a large group, that to live harmoniously with that group he must accept gratefully and gracefully the help the group can give him, and that he, in turn, must give his help gladly and thoughtfully to others. That interdependence he has seen first in his home and later in his school. He has had developed in him a feeling for his country and its flag, and has learned, in a general way, that he depends on his country and his country depends on him. The personal virtues which make good citizens have also been developed.

These lessons for grades four, five and six attempt to draw out from the child's experience what he knows about the city, township, and county government with which he comes in contact, as to activities and officers, and to organize that knowledge into definite information, also, in view of that information, to develop in him a conception of the privilege of being an American citizen and of the duty he has as an American citizen.

It is suggested that the Introductory section and the section on Education be used in the fourth grade, the sections on Health, Recreation, and Beautifying the Community in the fifth grade, and the sections on Communication, Protection of Life and Property, Poor Relief, Public Money and Elections in

the sixth grade. Each sub-topic was not written as one lesson, as many will require several lesson periods for discussion.

This outline is only suggestive, not exhaustive. Much helpful material for elaboration will be found in the books mentioned for reference.

SOCIAL GROUPS

Introduction. .The aim in this topic is to bring out the meaning of belonging to a group, with the duties and privileges attached, and to offer a general survey of the local township, county and town, with the idea of testing the pupils' acquaintance with them. The brief outlines of township, county, and city governments are included to give the pupil framework into which to fit the information of the later topics.

I. *Belonging to a Group.*

a. The simplest relationship is the individual.
Recall the story of Robinson Crusoe, pointing out the difference between his life and ours due to the fact that he lived alone while we live with others.

b. The first group to which the child belongs is the family. Who belongs to the family? Make a list of the different members of the family. Why do these persons constitute the family?

c. The next group to which the child belongs is the neighborhood. The neighborhood constitutes several families living near each other. Who belongs to your neighborhood? People get acquainted with each other and have a friendly feeling.

d. Another group to which we belong is the township. It is a geographical area for the purpose of government. It may contain several neighborhoods. Still another group is the county, which consists of several townships, and yet another is the State, and even the Nation.

1. *Belonging to the Family.*
The different members of the family. Place on the board an outline showing the family group. Who are uncles and aunts, and cousins, and grandparents? State the obligations of the parents toward the children, and of the duties of the children toward the parents. Love and affection of the parents for their children. How the children may return that love and affection. Children helping the parents in the house, in the store or shop and on the farm.

2. *The Neighborhood.*

a. The number of families living in the neighborhood. The number of people. Their occupations and professions and business.

b. The appearance of the neighborhood. How may it be improved? Houses, homes, garages, farm buildings, fences, cemeteries, schools, churches, school and church yards, streets, roads and roadsides, sidewalks, paths, stores.
Does this neighborhood compare favorably with others you have seen?

c. Modern conveniences for use in the home. Stoves and ranges, furnaces, water systems, lighting lamps, gas, electricity, mod-

ern tools for work in the house, in the store, on the farm, in the factory, or in business.

d. Connection with the outside world. Main roads of traffic. Kinds of roads, the telephones, telegraph, mail delivery.

e. Activities of the people—house entertainments, clubs, school entertainments, lodges, churches, amusement places. Does this neighborhood offer social activities to people of all ages or do they go elsewhere to find them?

3. *The Beginning of the Township.*

a. Many of the first settlers in Iowa came from the Southern States. In the south they were accustomed to the county and they had no townships. They naturally established the same kind of units of government in Iowa. Later people came from the east where they had townships and had been accustomed to township government. In the middle eastern states the people had three divisions of local government—town, the township and the county.

b. Our first governor, Robert Lucas, came from Ohio and urged the legislature of the territory to provide for townships. One reason he gave was that it would be easier to provide for schools if the counties were divided into townships. He also said, "ordinary local business of the county could be carried on more conveniently for the people and at a saving of money if the townships were created." The legislature of the territory, therefore, in 1840, gave the board of supervisors the right to divide the county into townships, but it was only gradually that townships were introduced.

c. Townships are usually six miles square and contain 36 sections of land. In early times, however, there were few bridges, and wherever rivers run through a county the townships are irregular in shape and size. The board of supervisors gave the townships their names. Sometimes they were named after early settlers and often after men of national prominence or characters of history. Pocahontas county has Fremont, Cass, Hamilton, Ellsworth, Scott, Lyon and Lincoln townships.

Officers in the Township.

a. Three men known as a board of trustees are chosen by the voters to manage the affairs of the township. Some of the things they do are to act as election judges when the general elections are held, to act as a board of health for the township, to oversee road making in the township, and to decide if the assessor has taxed the people fairly.

b. The voters choose one man, a township clerk, to keep a record of the business done by the board of trustees. An assessor is also elected to estimate the value of property for taxing and learns what property the person has and how much it is worth.

c. Two constables are elected to keep order in the township and enforce the law. They make arrests of persons offending the law. Two Justices of the Peace are elected whose duty it is to act as judges and try persons who have broken the law, and fix the punishment.

Our Township.

a. What is the name of our township and how did the name originate? Draw a map of the township, showing the size and shape and what townships bound this one. What villages, towns or cities are in this township, and what other neighborhoods are there. Do these neighborhoods have names? What are the different occupations of the people in this township, and what do most of the people work at? What public roads run through this township? Are there any state or national highways running through the township? Name the rivers, lakes and creeks found here. Are there any parks, or picnic grounds or beauty places near here?

b. Who are the present township officers and when were they elected? (The County Auditor compiles a County Financial Report showing names of township officers, etc.)

First White Men in Our Neighborhoods and Townships.

a. Julien Dubuque was the first white man to make Iowa his home. Having heard of the lead mines along the Mississippi river, he came here to mine lead about one hundred thirty years ago. He first heard of the lead through the Indians. The Indians owned the land but they gave him permission to open the mines, and for many years he made friends of the Indians and lived among them. As there was no place in so new neighborhood to market his lead ore, or buy supplies, Dubuque would place his lead ore on a boat or raft and float down the river to St. Louis where he got supplies in exchange. Before very long other men interested in mining came to live in this community. Fur traders also came in these early years, for wild animals were plentiful in Iowa.

b. Farmers began to come to Iowa a little less than a hundred years ago from the Ohio valley and later from the eastern southern states. Some of them came by boat; more came by wagon across the plains, the wife driving the ox team, the children riding or running behind the wagon, and the man driving the cattle. Their first houses were of logs or of sod and were usually built along the banks of streams or at the edge of woods for shelter. Learn all you can about these early settlers and compare them with our people now. Also learn of early neighborhoods and how they differ from our present neighborhood. Find good books on Indian life and tell how the Indians lived when first found by the white settlers in Iowa.

4. *How Counties Were Made in Iowa.*

a. In the very early years this part of the country did not have enough people to make it a territory or a state, so what is now Iowa was made a part of the Territory of Michigan. In 1834 the territorial legislature thought there were enough people to warrant dividing the Iowa country into two counties. They were named Dubuque and Des Moines counties. It would seem queer now if our state had but two counties. As more and more people came more divisions had to be made until now we have ninety-nine counties.

b. In early times the county officers were appointed by the governor of the territory. Since he was appointed by the President of the United States, his home was often not in Iowa, so he did not know the people here. Therefore the people soon asked Congress to allow them to choose their own officers, which it did.

c. The Iowa counties were named by the state legislature. Like our townships many of them are named for our presidents or other great men. However we find a number of Indian names, some named after men in Iowa, some named after presidents.

The Officers Who Manage County Affairs.

a. When Iowa was made a state the county was governed by a board of three commissioners. Later the people thought it would be a good plan to have just one man to manage all the county business. However he was poorly paid and often tried to get more money by stealing from the county. People grew tired of this and finally the state legislature provided for a board of supervisors in each county.

b. At present there are three, five or seven supervisors, as the people may desire. They decide what shall be done in the county, subject to the laws of the state legislature. If a person works for the county the supervisors must pass on the bill before it can be paid. They decide what poor people shall have aid and what kind it shall be. They decide whether township taxes are equitably levied and fairly distributed. They are responsible for the county buildings—as the county court house. They are also, in part, responsible for the building of the principal roads of the county. In fact this board has much work to do. The county newspapers publish a statement of what they do at each meeting. The statement gives valuable information to the residents of the county.

c. There are several other county officers. The auditor acts as clerk to the board of supervisors. The treasurer receives the taxes and pays out the money spent by the county through the board of supervisors. The recorder keeps a record of all deeds and other important papers. There are several officers connected with the courts, a clerk, a sheriff, who makes ar-

rests for the county, a county attorney, who is in charge of cases against people accused of crime, a coroner, who investigates deaths that occur in a suspicious way, and the superintendent of schools, who has charge of rural schools.

Our County.

a. Explain the manner of naming the county. After whom was it named? Tell about the first settlers and the first settlements made. Read stories of early days in Iowa and tell them in class. Tell about the Indian life in this county. What tribes were here? Describe the physical features of the county—lay of the land, rivers, timber, farm land, villages, towns, cities. Size of county. Which is the largest county in Iowa? The smallest?

b. How many townships in this county? Name them. Draw a map of the county locating townships, towns and cities, rivers, lakes, school buildings in townships, etc. Tell about the different occupations of the people of the county. Occupations of those in the city, and how do they differ from those in rural districts? Tell about activities in agricultural, industrial, commercial and professonal lines.

Describe the importance of any county seat. Describe our county seat. How large is the county seat? What business in the county seat is of interest to all people of the county?

Name the different officers in the county and give the names of the present officers.

5. *How Towns Grew.*

a. When early settlers began to have grain and stock to sell they were in need of a market—a place where there were buyers of grain and other produce. They also needed a place to buy supplies, which they could not produce on their farms. So some men began to build stores and to sell groceries, dry goods, boots and shoes and other things required. These people naturally gathered in groups and so a village or a town was started.

b. As more and more people moved into a town it was found that there had to be certain rules or laws made so that everybody might be comfortable, healthy and safe. It was also found that because they lived close together they could do many things together which farmers could not do because of the distance which separated them. For this reason these groups of people have a special kind of government which we call city or municipal government. For them this takes the place of the township government.

c. The people of the town elect men to decide what shall be done in the town. These men make up the city council. The council makes rules about how to keep our streets clean, how we may have light and gas, how fast we may drive automobiles on the street, and many other matters pertaining to

the city or town. The highest officer in the town or city is the mayor, who sees that the rules made by the council of the town are carried out.

Our Town.

a. Tell all about how our town or city began. Who were the first people to settle here, and why did they establish the town on this particular spot? There are generally good reasons for establishing towns and cities at certain places, find out the reason for this town. Does the name of this town have any particular meaning?

b. Does the town make a good appearance to a stranger entering it for the first time? Why ought the depots and grounds around railroad stations be well kept?

c. How many people live in this town? What do they do to earn a living? Are there many retired from work or business living here? What are some of the advantages in living in our town or city? What are some of the most important duties of citizens towards their town or city? Do all people recognize their duties towards the town as well as their rights in the town?

d. What are the principal organizations of the people in town? Tell about the schools, the churches, the commercial club, business men's clubs, Boy Scouts, Campfire Girls, Y. W. C. A., Y. M. C. A., lodges, civic organizations, play grounds, amusement parks.

e. How do you like this town compared with other towns you know about? In what ways would you have the town improved? Make a list of the things you think the town ought to do. How can men and women other than officers help to make the town better? How can boys and girls help make the towns better? What about clean-up campaigns?

6. *Belonging to the Nation Group.*

a. Think back to the time when the first white people came to this country. They belonged to England, or to Holland or Spain or Sweden. Most of these early people came from England and were known as Englishmen. They finally became prosperous and wanted to be free to govern themselves. The Revolutionary war was fought to free the colonists from the government of England. Then people were independent to govern themselves and they called their country the United States and called themselves Americans.

b. There are now different ways in which other people coming from Europe may become Americans or citizens of the United States. A boy or girl born in this country is by birth a citizen of the United States. Suppose a family moves here from Denmark. The father may go to the judge of the District court at the county seat and declare that he wants to become an American citizen. The court clerk will give him "first papers."

After waiting five years, in which time the man must show that he is worthy of becoming an American citizen, he goes again to the judge. The judge asks him questions about our government and its history and of his intentions to support the government and be a loyal person. If his answers are satisfactory the man is given his "final papers" or "citizenship papers." When the man becomes a citizen his wife and children under age are also citizens, just because he is. Only white people and black people may become citizens in this way. A Chinaman cannot become naturalized, but one born in this country is a citizen by birth.

Give good definition of citizen, alien, naturalization. What are the privileges of citizens? Make a list of these privileges. How many of these privileges do non-citizens also have? Name privileges had by citizens that are not had by aliens who are living here. What are the chief duties of all citizens toward their government? State different rights of all citizens and then state corresponding duties. What do we mean by being loyal citizens of our country?

7. *Other Early Settlements.*

a. Give accounts of the following men and tell where they settled: Basil Giard, Louis Honori, Dr. Muir, Antoin Le Claire, Colonel George Davenport, Lewis and Clark, Pierre Chouteau, Joseph M. Street.

References:

Sabin—The Making of Iowa.
Aurner—Iowa Stories.
Meyerholz—The Government of Iowa and the United States.
Horack—The Government of Iowa.

EDUCATION

Introduction. The aim of this chapter is to trace the development of schools in Iowa and to show how co-operation on the part of all makes possible our present school system.

1. *Early Schools in Iowa.*

a. A public school is one of the first things settlers in a new country require. Their children must be educated. Even before Iowa had a government of its own the people provided schools for their children. They realized that if their children were to grow up to be useful and successful citizens they must have an education so that they could take an intelligent part in the government. These early schools were very simple; several families joined together to hire one teacher for all their children. These people did not have much money and could not pay a teacher much salary. They generally paid the teacher part cash and part in other things such as board and lodging at the homes of the children, in wood, in vegetables, in laundry work. You will find interest in reading, "The Making of Iowa," by Henry Sabin, in the stories he tells about these early schools.

2. *The Public School.*

a. After more people had moved in and families were closer together it became possible to open public schools. It was better for all families to work together than for each family or small group of families to provide for their own children. It was just going a step farther than the private school. Under this management all children, rich or poor, were provided with schools and all taxpayers helped pay the expenses by paying the school tax. Think of the advantages of our public schools of today over the early private schools and even over the early public schools—better teachers, better buildings, not so far to school, better books, saving of money, and equal privileges for all children. The names of Henry Sabin and Homer H. Seerley have been closely associated with the early schools of Iowa.

3. *Our Schools.*

a. The people who compose the school—pupils, teachers, parents. Each of these groups is connected with the school. Explain how each is part of a successful school. Explain how each group may help to make better schools. What constitutes loyalty to the school from each of these groups?

b. Our School Building. How was the land acquired on which our building stands? Inquire of your parents or other people who formerly owned the land and what it cost when the school authorities purchased it.

How was the money provided for the grounds and buildings? By taxes? When was the present building erected? Show how all the people co-operated in building this school building by paying taxes just as much as if each one had hauled brick and lumber or had worked by the day on the building.

c. How may our school building and grounds be improved and beautified? Why ought the school rooms be kept perfectly clean and sanitary? What furnishings are necessary for the up-to-date school building? Tell about the flag over the building and what it signifies to the school and to the public. What kind of meetings other than school work are carried on in the school building? Is it a community center in this community? Do we have evening school, or continuation school here?

d. The Pupil Group.

Discuss the various reasons why children and young people ought to attend school. How long have we had compulsory education here in Iowa and what are the ages during which pupils must attend school? Who is the truant officer for your school and why must he act as an official? Since many children are working together in one room, what rules are necessary that all may do the best work possible?

e. The Teacher.

Who may teach school in the state of Iowa? What is the age required and what training must the teacher have? Must she have a certificate in order to teach school? Why do men and

women need to attend school longer to prepare to teach school than do those who work at some other trades or professions? Where does the teacher get her training for teaching?

f. The Parent Group.

We cannot have a school unless someone in the community is willing to look after the business connected with it. Someone must hire teachers, repair buildings, buy coal, provide a janitor, and do other necessary things. The parents who are interested in having a good school cannot all give their time in looking after the school, so they choose certain persons who do exercise that authority. What do we call those persons whom the parents choose to look after the schools?. This office of director is a very important one, yet some people do not want to accept it because they think it is too much bother. This is another instance of republican government, where the people select certain persons to represent them. The directors are not paid for their work and often the people criticise them when school affairs do not go as they wish, rather than help them and appreciate their work when they do well. We should honor and respect these men and women who are willing to give their time to this work. Parents and patrons of the school ought to elect only those men and women who will best care for education and for the schools as directors or other school officers. Who are the members of our school board, and how long do they serve?

What is the standard of our school? What kind of school is it according to classification?

What is meant by "school spirit?" And what is meant by "fair play" in school work and study?

g. How Our School is Supported.

1. All persons living in school districts and owning property must pay school taxes. These taxes are taken together to support our schools. In 1920 Iowa spent over $30,000,000 on its schools, or about fifteen dollars for every person in the state. How do we get this large sum of money? Is there any other way than by school taxes? In some school districts more than half of the taxes collected are used for schools. The county treausurer gives to each school board the amount it is to use during the school year.

2. Find out how much the total school tax is for your county. This may be found on the back of a tax receipt. Find how much money was spent for our school last year. How much was that per pupil? What was the tax rate last year for school purposes?

3. Since our schools cost so much we ought to make the best use of them. When we hire teachers and pay them several hundred dollars per year, pupils ought to strive to learn all they can. Our schools are trying to make good citizens out

of boys and girls, and good citizens do not waste their money but they work and get returns for the money they spend. Does a boy who plays truant show good business sense?

h. Other Schools.

1. What relationships do we have with other schools of our kind in other neighborhoods or parts of the town or city? Do we have friendly contests in scholarship and games with them? What kinds of contests do we carry on in our schools?
2. What is the difference between a graded school and a high school? Who may attend high school? On what condition may a boy or girl enter high school? How many of the eighth grade boys and girls of last year entered high school this year? What are the advantages of going to high school? Is there any relation between education and money earning capacity?
3. Colleges give four years of school work after the completion of the high school. What is the purpose of higher education such as is found in the college training? Name the different colleges in Iowa, and tell of those in your own county and city. How are colleges supported—are they all supported in the same way? What is the difference between public schools and parochial schools? Name different church demoninations that maintain schools. What is the difference between a business college and public school in aim and purpose?
4. Some children in our community may be blind or deaf. They could not get along well in our public schools where other children attend. What provision does the state make for the education of these children? Where are these schools located in Iowa, and about how many children are in these schools every year? Where do these schools get their support?

i. Other Places Where People May Learn.

1. School is not the only place where people may study or learn. Many people have had the privilege of attending school but a short time, yet they are very intelligent people. Make a list of other ways in which boys and girls may study and learn in addition to schools. Tell of the value of libraries, churches, Sunday schools, clubs, educational motion picture shows, art galleries, concerts, etc., as means of education for many people. How may educational work be done in the home? Give a number of methods of getting home work.
2. What is the purpose of the library in our school? Where does the money come from with which to buy books? How many volumes have we in our library? Why do people want libraries in their towns and cities? Who controls these libraries in their towns and where are the libraries located?

3. The persons working in the libraries need special training for that work. They attend library schools, which are often found in colleges and universities. What are the duties of the librarian—what does she do? Who determines what books to purchase for a town or city library? Describe the process of a citizen drawing a book from the library and using it.
4. In the United States the government does not have anything to do with the conduct of church or Sunday schools, because we believe every person should worship God as he wishes.

References:

Sabin—The Making of Iowa. Chapter 22.
Aurner—Iowa Stories.
Dole—The Young citizen. Chapter 4.
Hill—Lessons for Junior Citizens. Chapter 5.
Willard—City Government for Young People. Chapters 20, 21.
Wade—Lessons in Americanism.

HEALTH

Introduction. The aim of this topic is to show that good citizens must have healthy bodies, that the health of the individual is guarded by guarding the health of the group, and that certain co-operative means must be used to guard the health of the group.

1. *Advantages of Good Health.*
   a. In a school in this state last year a pupil had to be absent every few days because of ill health. The result was she did not pass her grade and so must spend another year in school. She lost a whole year's work because she did not possess a strong body.
   b. As a child Roosevelt was delicate in health. He was anxious to become strong, so he went out west and became a cow-boy, living out of doors most of the time. We know the result was that Mr. Roosevelt became a very strong and vigorous man. What a difference it made to him in the success and enjoyment of life, and in the great work he was able to do. Washington and Lincoln, our greatest heroes, were strong, healthy men. You cannot imagine either one being sick often.
   c. If we want to succeed in our school work, if we want to enjoy life, if we want to be successful in our life work, we must do all we can to make our bodies strong and healthy. We can decide largely by the habits we form whether we shall have healthy bodies. Our hygiene lessons will teach us how to acquire and keep strong, healthy bodies.
2. *The Foundation of Personal Health.*
   a. Correlation with such facts of physiology as the pupils already know. Observe the value of deep breathing of pure air; of drinking freely of pure water; of eating moderately of wholesome food; of exercising daily in the fresh air; of keeping the

body and its surroundings clean; of avoiding exposure to contagious diseases. Review from your hygiene lessons the points necessary for good health.

3. *Disease.*
   a. Early peoples used to think that disease was an evil spirit which had to be overcome by charms or driven away by certain peculiar ceremonies. We have found by study and investigation that it is something very different, but we can find a cause and thus work against it to prevent its spread. Tell about the effect of disease on the human body and some of the things it may do if not driven out.
   b. Many different diseases are contagious, that is, they may be taken by one person from another directly or from things the sick person has used. How do the germs of disease get into the body of the second person? The two doorways into the body—the nose and the mouth—must be guarded very carefully. Why do we warn people against *handling things* that have been contaminated? Why is it dangerous to put money or pencils in the mouth?
4. *Keeping the Neighborhood Healthy.*
   a. The greatest factor in keeping a neighborhood healthy is cleanliness. Disease germs like dirty or carelessly kept places. Cleanliness in the home—the refrigerator, the dish cloth, the garbage pail, the baby's bottle. Cleanliness in public buildings. Cleanliness and care in public places where food is handled. Our state now has inspectors whose duty it is to go about and see that bakeries, meat markets, grocery stores and dairies be kept clean and sanitary. If we see any place in our town that is not clean we can ask a state inspector to come and examine the place.
   b. Ventilation in homes or public buildings. This is important because some disease germs are carried in the air and they like close, hot atmosphere. Warm, close rooms cause the people in them to be more ready to receive germs. If there is plenty of fresh air the blood will flow naturally and fight off disease.
   c. Water and milk supplies. In 1920 a small town had forty cases of typhoid fever at one time. It was found that the town's drinking water contained typhoid germs. Such terrible conditions can now be avoided at much less expense than the money cost of one such epidemic. A town must first have a source of pure water. What are sources of such pure water supplies? Then care must be taken in handling the water through the water system. No other water must be allowed to seep in. Most towns ought and do have the water examined often by the state bacteriologist at Iowa City to see if there are disease germs in it. Private wells must be placed suitably and examined that no surface water enters them.

d. Milk is a good carrier of disease. A few years ago in Denver about thirty children developed scarlet fever at one time. It was discovered that all thirty of them were drinking milk taken from a certain dairy. Investigation was made and it was found that the man employed to handle the milk at the dairy had been sick with the fever. His carelessness in working while he was ill, or before he was entirely recovered, cost the lives of several children. Some cities have inspection of dairies in addition to state inspection. Only healthy people must handle milk and all utensils must be clean and sterilized. What do we mean by sterilize? How may you sterilize a bottle or pail at home?

5. *Preventing the Spread of Disease.*

a. If disease germs often pass from one person to another what is the only safe thing to do in case some one is sick? Health officers have recognized this and so require people to stay away from such diseases that are easily spread. We shall speak of quarantine later. There are some diseases for which they post warning signs on the houses. How does a warning sign appear? For what diseases are warnings posted? We all have the chance to show that we are truly good citizens by never breaking over a warning sign, by never breaking the rule that is best for all, even if it should cause us some little inconvenience.

b. As yet colds are not quarantined or warned against, but we know they are infectious or catching, and we realize more now how serious they may become. People with bad colds should stay away from school and from public places until they are recovered.

c. Another method of preventing the spread of disease is by making well people immune to disease. What is the meaning of immune? This is done by vaccination or by inoculation. For what diseases can you be vaccinated or inoculated? Many cities require that children be vaccinated for smallpox before they may enter school. Why is this? Do you think we onght to have compulsory medical and dental inspection of all school children at least once each year?

6. *Quarantine.*

a. What diseases are quarantined? Who determines what cases must be quarantined? Who places the sign on the house? What is said on the sign? What must be done after the recovery of the patient? Who is responsible for seeing that it is done?

b. It is the duty of the township health officer to attend to the wants of the family in quarantine. Who is the health officer of your community? Has he had any work of this kind to do since he has been in office? How is the health officer in a city chosen? What is his work in the community?

7. *School Nurses.*
   a. People have lately realized that the best place to help individuals cultivate good health and in which to prevent the spread of disease is in school. Children are more succeptible to disease than are people older, and the school causes children to be brought close together and to remain indoors much of the time. Therefore they ought to be closely guarded.
   b. The State has enacted a law providing that a school board may employ a school nurse to be paid at public expense. Many of our larger towns and cities now have school nurses. Several rural communities now have school nurses.
   c. Intelligent people have come to know that it costs less to protect children against the contracting of disease than to care for them after they contract disease.

8. *Hospitals.*
   a. Until recently a person who became sick had to be cared for in his own home no matter how ill he might be, and neighbors had to help the family in nursing him. He could not even have physicians see him often as they were few and often lived miles away. As the country becomes more thickly settled more doctors are to be had, and now in addition to physicians we have trained nurses. As towns grew larger people wanted a special place where patients could be cared for by trained nurses, so hospitals were opened. As yet most hospitals are owned by churches or by private individuals, but they are coming to be more provided by towns and cities at public expense.
   b. The county may have a hospital for people who are unable to pay their expenses. The board of trustees are authorized by the state legislature to erect and equip a special tuberculosis hospital. Here the poor receive free care and treatment but those able must pay their expenses of treatment. Where is our county hospital? Where is the state hospital for tuberculosis patients?

9. *Health Conditions in Our Neighborhood.*
   a. Do we have good sanitary conditions in our homes and about our schools? Do we ventilate our homes and public buildings as they should be? Do we enforce the law concerning spitting on walks and platforms? Are our roads and streets kept clean? Are we careful about coughing and sneezing when near people? Have we quickly stopped recent epidemics? Are we careful and cheerful in observing warning and quarantine signs? How can we work together to lower the number of absences for sickness in our schools?

Reference.

Our State Board of Health publishes bulletins on this subject which are very helpful. They may be had for the asking.

Hill—Lessons for Junior Citizens. Chapter 2.

Smith—Our Neighborhood. Chapters 3, 4, 5.

Bailey—What to do for Uncle Sam. Chapter 5.

Modern Health Crusade. Put out by Iowa Tuberculosis Association at Des Moines.

RECREATION

Introduction. The aim of this topic is to point out the relation between recreation and the well being of both the individual and the community. Attention is called to the benefits of co-operation or group recreation, and to the necessity of having public recreation, such as parks, playgrounds, etc. Show the difference between recreation and health.

1. *The Division of Our Time.*
   a. There are twenty-four hours in the day. People use them in different ways. How do you think is the best way to divide them for use? There are seven days in the week. Is it best to spend all of them in the same way? With the same kind of work each day? Why do we need a change in work, or even in play?
   b. Define the term "recreation" and explain how it means to re-create. For any act to be genuine recreation it must furnish rest and renewing for both body and mind. What are the kinds of recreation that do this? What part of the working day ought to be spent in this kind of recreation?
   c. Group recreation is a valuable kind of recreation because it furnishes the necessary change for large numbers at once, and because the same value cannot be gained without the stimulus of group associations.
2. *What Our School Believes About Recreation.*
   a. Recreation is not only a means of renewing energy but it is, if well planned, a useful means of discipline. The child who is given opportunity to exercise will spend the pent-up energy that way and will feel more like settling down to study.
   b. The effect of long periods of continuous effort is to fatigue both mind and body, and it results in nervous irritation that is destructive of power to give attention.
   c. What recreation does our school provide? What effect would it have on our work to have work from nine until twelve, and from one until four without recess? What kind of games ought to be taught to children in the grades? What kind of games do they like best?
   d. What materials or apparatus does the school provide for recreation? Does the school have a well-equipped playground? What constitutes good equipment?
3. *Different Kinds of Recreation for Country and City Children.*
   a. Recreation ought always to be of such kind as is most needed by the child. If the children of the town differ in habits of life from those of the country, then recreation ought to meet such differences.
   b. Country children often need recreation as much or more than city children because there may be less in their community to entertain and less of a variety to develop the necessary elements

in real recreation. Physical exertion is not necessarily recreation.

c. Make a list of the games played by children in the city. Then make a list of games played by children in the rural districts. In how far are the games the same? Which seem to have the more different games? Do most children know many games?

d. The congested conditions in cities necessitate special playgrounds for children. Describe the playground near your home. Describe any beautiful park you have seen in your city or in the country.

e. What do you mean by supervised play? What are its advantages? Do we need to learn how to play?

4. *Organized Recreation.*

a. What public parks, playgrounds, or bathing beaches are there in your township? What picnic grounds? What of these means of recreation does your city provide? Does this city provide for a playground director? For how long in the summer are the playgrounds open under director's control?

b. Who arranges for and has control of parks? In the city? In the country?

c. How are public parks supported? In the city? In the country? Do you think money is wisely spent when used for parks and playgrounds?

d. Show how by co-operation in this matter we can all enjoy better facilities for recreation than if each family tried to provide such alone.

e. Our state is just now beginning to plan for state parks where people may have camping spots and enjoy scenery, fishing, etc.

5. *Neighborhood Recreations.*

a. What recreations do the families of our neighborhood enjoy? Do we provide for older people as well as for the children? What additional recreation could we have? How could we go about it to arrange for them? What do you think about Saturday afternoon holidays for the whole family?

Are winter recreations thought of as well as summer ones? Where does your family spend the yearly vacation? Prepare a ten-minute talk on Vacation Possibilities in Iowa. Prepare another ten-minute talk on the playgrounds of America. National Parks —State Parks—Great Battlefields.

References:

Smith—Our Neighborhood. Chapters 8, 9.

Bailey—What To Do for Uncle Sam. Chapter 18.

Hill—Lessons for Junior Citizens. Chapter 7.

Willard—City Government for Young People. Chapter 22.

Iowa Parks—Report of the State Board of Conservation. Bulletins may be had free of charge from the National Department of Interior.

Iowa's Children and Communities at Play. The Department of Public Instruction, Des Moines.
Wade—Lessons in Americanism.

BEAUTIFYING THE COMMUNITY

Introduction. The aim in this topic is to cultivate an appreciation of beautiful surroundings as an aid to good citizenship and to show how all can work together to make and keep our community beautiful.

1. *Our Homes.*
   a. Describe the appearance of an ideal farm home. What type of building would you think looks best for a home on the broad space of a farm? Do you like to see a farm barn painted red with the house of a different color, or do you like to see the barn painted the same color of the house and harmonize with it?
   b. Farm homes are as necessary for good citizenship as are city homes, why not have them just as beautiful? A good farm home ought to be large and spacious. It ought to have comfortable porches with hammocks and easy chairs. It ought to be supplied with sleeping porches and with screens on the porches and doors and windows. It ought to have good music and beautiful pictures. It ought to be a place where young people are happy and like to live.
   c. Every farm home ought to have a well-kept yard where trees furnish shade and where flower beds are well kept and the lawn well sodded.
   What kind of trees are best suited for shade?
   What shrubs are best adapted for this climate?
   d. Different types of city homes. Fire proof buildings. Why? How can apartment houses be made beautiful?
   When we build a house in the city we must consider other people and build a house suited to the community and one that looks well among neighbor houses.
   The possibility of a city lot back yard. Shrubbery and vines, for borders and shades on porches. Kinds of shade trees best suited for city property.
   Flower gardens, vegetable gardens, paths, birds, bird bath, sun dial, garden seat.
2. *Our School Grounds and Other Public Places.*
   a. Our pride in public grounds ought to be the same as in our own, as they belong to all of us. Here again we co-operate by having some one take care of the grounds for us.
   School buildings ought always to look neat and attractive. Paint does much to keep buildings looking well.
   b. No one ought ever to mark or mar a public building with pencil marks or cut with jack-knives. Do we do that way with our property at home?
   c. Architects are persons who have studied building and construction work, and know about how to plan and shape buildings and

grounds so as to make buildings look beautiful as well as useful.

Landscape gardeners are persons trained in beautifying yards and lawns. They draw plans for beautifying parks and playgrounds as well as beautiful yards and homes.

What can different community clubs and societies do to beautify the public grounds and buildings of a town or city?

The State law requires 12 trees to be on each school ground.

3. *A City Beautiful.*

a. What is meant by a city beautiful? Have you ever seen cities that were particularly noted for their beauty? Have you ever seen Washington, D. C.? What makes it a beautiful city?

b. The elements of a beautiful city are often broad, well shaded streets, decorative lighting systems, large parks, well laid out and ornamented with statuary and trees and flowers, bridges of architectural beauty, buildings that harmonize in height and architectural design.

Describe the fundamental elements of a beautiful city.

c. If a river runs through a city it ought to be parked on both banks and made a place of landscape beauty. Many cities have made their river fronts municipal community centers, and have located their public buildings around about.

4. *Ugly Spots in Our Neighborhood.*

a. Rickety fences and tumbledown buildings cause a farm to lose much of its real money value. If farm land is allowed to grow in weeds the owner will have a hard time to rent it or sell it.

b. Swamp lands ought to be drained and cultivated or grassed down. Public roads ought to be mowed and cleaned at least once each year lest they become unsightly with weeds and undergrowth. Meandering creeks ought to be straightened.

c. In cities it is almost painful to see numbers of old shacks of buildings, ash piles, billboards obstructing the view, and dump heaps.

Whose business in the city is it to see that such conditions are removed? Prepare a ten minute talk on the duties of the Street commissioner.

d. Means of making ugly spots beautiful. How may many places in our town or city be made more sightly and attractive?

How are travelers impressed with the city if the railway station and its surroundings are attractive and beautiful?

5. *Natural Beauty in Our County.*

a. Many parts of Iowa are noted for their natural beauty. The bluffs along the west bank of the Mississippi river in northeastern Iowa rival the scenery of the mountains and of historic places of national interest. The rivers of Iowa are noted for their beauty and will later in our development be parked in many places.

b. What natural scenery is there in our county? Are there any parks or places of unusual natural interest? Are the lakes of our county noted as summer resorts and do people spend a part of their vacations in these places?

c. Make a collection of wild flowers gathered during the season. List the different varieties and learn how many there are growing in our county. Discuss the possibility of each county making a wild flower garden in which to preserve the wild flowers that are now so rapidly vanishing.

d. How many varieties of water lilies grow in Iowa? Do we have any in this county? They are rapidly disappearing because of the harm done to them by stock wading in the ponds and destroying the roots. What of our native trees and shrubs? What tends to destroy them? Early settlers used to tell us that the plains of Iowa were fairly covered with beautiful flowers and large trees. What has caused the large trees to disappear? What are the advantages of keeping the timber lands? Does our county ever plan on replanting forest regions? Do you know of any state in which forests are now being planted?

e. Some of Iowa's leading naturalists have advised a park in every county. Does this county have any place fine enough to make a park of interest and beauty?

f. Do beautiful surroundings make it easier for people to be good citizens? Why is that true?

References:

Willard—City Government for Young People. Chapter 30.
Hill—Lessons for Junior Citizens. Chapter 12.
Smith—Our Neighbors. Chapter 13.
Baily—What to do for Uncle Sam. Chapters 6, 16, 17, 18.
Report of the State Board of Conservation.
Wade—Lessons in Americanism.

COMMUNICATION AND TRANSPORTATION

Introduction. The aim of this topic is to discuss the means of communication and transportation and to call attention to the relation between ease in communication and well being of communities.

1. *Importance of Good Roads.*

a. A few years ago there appeared in a newspaper a cartoon which showed a farmer and his family driving along the road. They were suddenly stopped by a giant which was labeled "Bad Roads." Beyond the giant was a school house, a church, an elevator and a neighbor's home. In other words, bad roads kept the farmer from his market, the children from school, the family from church and from visiting their neighbor. Van Dyke says a country with a fine system of roads is like a man with a good circulation of of the blood; the labor of life becomes easier, effort is reduced and pleasure is increased. A good, well kept, well graded road, also adds a good deal to the appearance of a community.

b. How much would a farmer lose if he had a thousand bushels of corn and the price went down ten cents per bushel while he was waiting for the roads to dry before marketing? Would it not pay the farmer to contribute a little more tax for good roads and be able to use the roads at all times of the year?

2. *Early Roads in Iowa.*

a. The Indians were the first people in Iowa and therefore made the first roads. These roads were called trails because they were made by one pony following another. That was the natural way to make a path through the timber and tall prairie grass where even a narrow path required much effort to make. These led from one hunting or fishing ground to another, to springs, to a general meeting place, or to a trading post. As the Indians wanted to take the shortest way and avoid swamps these trails were often winding or diagonal and usually followed high ground. The white settlers made use of these trails for their early roads.

b. As land was marked out for farms in square sections new roads were established on the checkerboard plan. As that went on some of the early roads were straightened and others were abandoned. What is the advantage of diagonal roads? Do you know any of these early roads? Do you know why they were originally made, where they were, or where they led?

3. *The Location of Roads.*

a. The legislature of Iowa has given the County Board of Supervisors the authority of locating roads in this state. If the people of a certain community decide they want a new road, they petition the supervisors to locate such road.

b. What is the width of the ordinary road? How wide are the roads of your community? Are they wide enough? What are the objections to a road that is too wide?

c. Draw a map of your community showing all the roads.

4. *The Classification of Roads.*

a. County Roads. According to the law of 1915, these roads are the main traveled roads selected for improvement by the board of supervisors with the approval of the State Highway Commission.

b. Township Roads. They include all roads not included in the county road system.

c. Primary Roads. According to the law of 1919, the primary road system includes the main market roads connecting all county seats, also connecting cities and towns of 1,000 people or more.

d. Secondary Roads. These roads include all county and township roads not included in the primary system.

5. *Road Materials.*

a. Kinds of material. Gravel, black dirt, cement, crushed stone, brick paving, asphalt paving, and wood blocks.

b. The first thing necessary to good roads is a dry road bed. This can only be secured when the road is carefully graded and drained.

c. Compare the different materials for road making and tell which is considered best. What kind of road material is most used in this community? What is the relative lasting merits of the various kinds? What are the comparative costs of materials and laying of them

Are the natural conditions in this community good for making good roads?

6. *The Cost of Roads.*

a. It is estimated that Iowa will spend over $10,000,000 on public roads this year of 1920. That means almost four dollars for each person living in the state.

b. The greater part of this money for road making comes from the taxes paid directly by those who have property and indirectly by those who do not have property. All able bodied men between twenty-one and forty-five years of age pay a poll-tax. How much is this tax as required in Iowa?

c. The road tax on property must be paid in cash; the poll tax may be paid in cash or in labor. Why is this provision in the law? The tax on automobiles is paid in cash and is used on the roads. It is divided among the counties according to the number of their civil townships.

d. The Government at Washington also helps the counties when they do permanent work on their roads. Under the law of 1919 if a county wishes to pave its roads the farmer who has farms lying along the roadside or within a mile of the paved road must pay a fourth of its cost. Do you think this is a fair apportionment of the cost? Of what benefit is a paved road to a farm?

7. *Our Township Roads.*

a. Who has charge of our township roads?

Who may drag roads? How much is he paid?

What help does the County Engineer give?

What road machinery does our township own?

What work was done on our roads last year, such as dragging, grading, draining, surfacing, paving, bridge building?

b. What did our road work cost last year? How was the money procured? Who had charge of the expenditure of the money?

c. How do the roads of our community look to a stranger driving over them? Do you think all signs other than official directions to traffic ought to be excluded from the highways?

d. How can all of us help to have good roads in this community?

e. What are the rules of the roads to be observed by all who travel on them? Why do we have rules and regulations governing use of the roads? What are the speed limits for driving on the roads of Iowa—in the towns and cities, in the country?

8. *Our County Roads.*

a. Make a map of the county showing all the principal county roads. Locate places of interest—as towns, cities, and schools, etc.

b. How much money did our county expend last year for road making? Where does this money come from? Enumerate sources.

c. What different roads are marked through this county? Name them and tell their direction. From what large cities do they come and where do they go? Example—St. Louis to St. Paul.

d. What kind of markers are used for roads? Who places the markers? Do these markers assist materially in travel? Do you like to see great sign boards by the roadside? Why?

e. Who are in charge of county roads—what officers? How are they chosen? For how long do they serve?

9. *Primary Roads.*

a. Draw a map of the county and adjoining boundary counties, and trace all primary roads in this county. Indicate places of interest along each road.

b. How is the question of primary roads decided? Who does the selecting? What different authorities are concerned?

c. Who has authority to decide upon the kind of paving used, the price paid and amount to be paved? What kind of material is most used in this community?

d. The paving done on primary roads is paid for by the money received from the National government, the county's share of the automobile tax and a special assessment on the land adjoining or near the road to be paved.

10. *Our City Streets.*

a. Name the principal streets of our city and tell after whom they were named. What is the difference between a boulevard, an avenue, a drive, a path, and an alley?

In which direction do streets run? Boulevards and avenues?

Why do cities both name and number streets?

Draw a map of our city and mark the various streets, avenues, etc.

b. Why do we have streets—for what are they used? Enumerate the various uses made of streets. Why are some streets wide and others narrow?

c. Name noted streets in large cities, such as Wall Street, Fifth Avenue, Drexel Avenue, Michigan Boulevard, Massachusetts Avenue, Boylston Street, Piccadilly, Bois de Bologne, Unter den Linden, etc. Why are these streets world famous?

d. How are streets laid out? Should all streets run at right angles to each other, or should some run diagonally? Why have both? Do you know how the streets of Washington, D. C. are laid out?

e. Describe the different methods of indicating streets. Do strangers in a city appreciate having the streets and avenues marked? Ought all stores and business houses be numbered? What is the advantage?

f. Which streets are paved in our city and what different kinds of material? Which material seems to be most satisfactory? Does the paving aid in keeping streets clean?

g. It is very necessary that streets and alleys be kept clean and free from obstructions. Dirt and filth bring on disease and obstructions cause accidents. Are our streets kept clean? Who

has charge of the street cleaning? How is he chosen? What different methods of street cleaning are used here? What machinery has the city for cleaning streets? Are paved streets easy to clean? Why sprinkle streets?

h. Do you like to see beautiful parking between the curb and the sidewalk? Why do we have this park space? How ought it be kept? Who owns this land? Where does the property owners' land begin?

i. Give a ten minute talk on the value of good sidewalks in a town or city. How wide are the walks? Of what material are they made? Who pays for walks? Who does the work? Why allow storekeepers to place goods on sidewalks for show purposes? Who cleans sidewalks of snow and ice in winter? What is the law about cleaning walks in this city?

j. How can you and I help to have good streets and sidewalks, and how may we help to keep them clean?

11. *Railroads.*

a. Give names of the railway systems running through Iowa. Tell about the invention and early use of locomotives. When was the first railroad built in the United States? When was the first railroad line built in Iowa, and where?

Name the railroad lines through this county. To what large cities do they extend?

b. Give a ten minute talk on the various uses made of railroads. Of what particular use are railroads to the people of Iowa? Which towns and cities in this county have railroads? Is the freight carried by railways more paying than the passengers?

c. To what extent have motor trucks taken over the work of railroads? Make a list of things carried by railroads in Iowa.

d. How are railroads controlled? Who gives them their charters? Can Iowa charter a railroad to run through the state? May the legislature require all engineers to blow the whistle at crossings?

e. Does the county or township have any direct control over railroads? How may the city control railroads running through it? What is the fare from your town to the next station? How much is that per mile? What are passenger rates at present?

12. *The Telegraph and the Telephone.*

a. Give a ten minute talk on the discovery and invention of the telephone. Give a similar talk on the telegraph.

b. Who owns and controls telegraph systems? What different telegraph systems are found in this city, or in your nearest town? Who owns and controls the telephone systems? Do we have local phones owned by local companies?

c. Which phone companies operate in this community? Do you have a phone at home? Where did you get it?

d. Of what benefits are telegraphs and telephones? Make a long list of uses of the telephone.

13. *The Postal System.*
    a. Describe the methods used in the time of Washington for carrying letters and papers. What was the old stage coach? When did railroads first begin to carry mail? What is a "star route"?
    b. Describe the methods used in handling mail at the present time. How many different persons handle a letter mailed by you and sent to a friend in New York?
    c. Who owns and controls the postal system? How are the costs of mail carrying paid? How may a person become a postmaster? How may a young man become a mail clerk?
    d. When was rural free delivery of mail first had in Iowa? Who delivers your mail? Who collects your letters? When was parcel post first introduced? How large a parcel may we send through the mail? What influence has rural mail delivery had on road improvement?
    e. What is a postal savings bank? Who organizes them? What is the purpose of such banks?
14. *Great Inventors and Builders.*
    a. Give a good talk on each of the following inventors:
       Benjamin Franklin.
       Robert Fulton.
       Samuel F. B. Morse.
       Thomas A. Edison.
       Alexander Graham Bell.
       Wilbur Wright.
       Jay Gould.
       Edward H. Harriman.
       Follow the following outline in preparing your talk:
          Give the date of birth, and when he died.
          Tell where he was born and about his early schooling.
          When did he first invent or discover something worth while?
          What were his greatest inventions, and for what is each used?
          In what way has this person influenced the life and development of the people of the United States and of Iowa?
       Who is greatest of value to the people—a great statesman or a great inventor?

References:

These bulletins are for free distribution and may be had for asking.

Iowa State Highway Service Bulletin. Iowa State Highway Commission, Des Moines, Iowa.

Financial Statement of County Auditor.

Road Map of the County. County Auditor or County Engineer.

Bulletin on Road Making. Department of Agriculture, Washington.

Bailey—What to do for Uncle Sam. Chapter 10.

Smith—Our Neighborhood. Chapters 12, 13.

Hill—Lessons for Junior Citizens. Chapter 4.

Willard—City Government for Young People. Chapters 23 and 27.

Aurner—Iowa Stories. Stories on Early Roads and Railroads.

Eastman—Indian Scout Talks. Little Brown & Co., Boston.

Grinnell—The Story of the Indians. D. Appleton & Co., New York.
Sabin—The Making of Iowa.
Wade—Lessons in Americanism.

PROTECTION OF LIFE AND PROPERTY

Introduction. The aim of this topic is to show the need of orderly government, to point out what we can do to promote a desire for order on the part of other people if we obey the laws ourselves, and if we do not respect law ourselves we cannot expect other people to respect law.

1. *Early Protection in Iowa.*

   When the first settlers came to Iowa there was no government. A story is told of a man who killed another man. As there were no courts in this country he could not be tried as we try people who commit crimes now days. But the people wanted order kept and wrong doing punished, otherwise the community would not be a safe place to live. Therefore the people of the community met and decided the case. His guilt was established, and they took a vote on how to punish the man. Many stories are told about how settlers in this early time organized and even made laws on how to punish people who interfered with their land claims. Gradually the national government introduced government and law for their protection.

2. *Protection Today in the Township.*

   a. Many of our early people came from England. Several hundred years ago the people of England lived in small groups. If any member of the group harmed some one who belonged to another group, the whole group was blamed and held responsible. Now however, we hold each person responsible for what he does. That is true except for young boys and girls, for whose conduct we hold their parents responsible. If John Jones steals five dollars from Bill Smith, Smith may have the constable of the township arrest Jones and the justice of the peace decides how he shall punish him.

   b. Why should John Jones be punished for stealing? What are other wrongs for which people are punished? If all people were honest and truthful and always behaved themselves, would we need laws and punishment? What is the relation of education to right doing?

   c. Who are the constables in this township? How are they chosen and for how long do they serve? How are they paid?

   Who are the justices of the peace? How chosen, term and salary?

3. *Protection in the County.*

   a. Only those offenders who commit the serious wrongs and violate the less important laws are arrested by the constables and tried by the justice of the peace. If a man steals a hundred dollars he is arrested by the sheriff of the county and the judge of the district court for the county decides how he shall be punished.

We only have one sheriff in each county but he usually has a deputy to assist him. If the sheriff cannot keep order in an emergency, he may call on any one near by to help him. What name do we call those he may enlist to help him?

b. Who is the sheriff of this county? How is he chosen? How long does he serve? What are his duties in general?

4. *Keeping Order in Town and City.*

a. As people collect in groups and live closer together the tendency is to commit wrong oftener than when living farther apart. Cities and towns generally have a more difficult task to keep order than do townships and counties. Each town and city has a police organization for the purpose of keeping order. How many police do we have in this city? Who is at the head of the police department? How are policemen chosen?

b. Keeping order does not mean merely restoring order after law has been violated, but it means keeping the affairs of the people of the city running smoothly so disorder will not occur. What are some of the duties of a city policeman?

c. The policeman gives direction to people who have lost their way, he points out places of interest to strangers, he helps children or old people across crowded streets, he helps those who get hurt, he directs traffic so that the streets do not become congested, and he arrests people who commit wrong. In short, the policeman makes it possible to live in our towns and cities in an orderly way. In a big city recently, the policemen quit their jobs and at once lawless people broke into stores, destroyed property, and made life unsafe.

5. *Jury Service.*

a. In the beginning of this topic we told of a group of people who in early Iowa came together and tried a person accused of crime. Since government is organized we have a method of selecting a small number of men to do this work for us. These men who compose the jury, together with a judge, make up the court. When a man commits a crime he is taken before this court for trial. The jury decides whether the man is guilty, and the judge declares how he shall be punished, if guilty.

b. Did your father ever serve on a jury in this county? Learn all about how men are chosen to form a jury, what a jury does, what cases they decide, how many men on a jury, and where the jury meets.

c. Men may for good reasons be excused from jury duty. What would happen if all men asked to be excused from serving on juries? It is the duty of every patriotic man to do jury service when called upon.

6. *Institutions for Offenders.*

a. When people commit wrongs against others, we detain them in jails or prisons for a time as a punishment. Why should such people be punished? Does the punishment of the offender aid the community? How?

b. Most people believe first offenders and young people who are less experienced in life ought to be treated less severely for wrongs committed than when older persons or those who are recognized as wrong doers commit crimes. For that reason we have separate places of detention for different classes.

c. Places of detention and punishment.
The city jail.
The county jail.
The Industrial Training School for boys at Eldora.
The Industrial Training School for girls at Mitchellville.
The Reformatory for men at Anamosa.
The Reformatory for women at Rockwell City.
The penitentiary at Fort Madison.

d. Learn the facts about these places—how they are controlled and how the expense of maintenance is met.

7. *Lessons in Development of Respect for Law.*

a. We must all realize that laws are made by all of us in order that all of us may live comfortably together. Really it would be a peculiar person who would destroy a government he himself made or would break one of his own laws. Our attitude should always be that in a republic the people make the laws and the people must obey their own laws. Anything short of this would be little less than anarchy.

b. Occasionally young people think it is a clever act to break a rule or violate a law or take a thing that does not belong to them. Is it ever smart or clever to exceed the speed limit? Does it require an especially smart boy to steal apples from a farm or from a fruit store? Should we simply smile at such things? What ought to be our attitude on such matters?

c. We could not have much of a community if we did not recognize the right of a person to have something of his own over which he has all control. How can we prove that we understand this fact in our homes, in school, in the neighborhood? The person who picks the flowers in a public park refuses to respect the right that the flowers belong to all of us. The school desks belong to all of us. Does the boy who carved his name on one respect our right of ownership?

d. A man who commits crime is generally one who has never learned to work with people. We learn to respect the common rules of all, as children, by playing and working together. How can we do this at home and in school?

e. The true, good citizen shows his respect for law by never sneaking. The criminal never faces the consequences of his deeds but always tries to sneak. How should boys act when in their play at ball they accidentally break a window?

8. *Fire Protection.*

a. What protection is there from fire on the farm? Have the farm fires you have known destroyed whole buildings, or have they

been extinguished? How should farm buildings be placed as to avoid fire waste? How may we prevent fires starting? What kind of extinguishers can be used on the farm? Do you know how to use one? Have you a fire extinguisher at home? Why is a gasoline can or tank painted red? What ought to be the care taken in handling gasoline?

b. Every farmer ought to erect his buildings far enough apart that one does not catch from the other when burning. Every farmer ought to keep an extension ladder near his house and barn ready for immediate use because the fire authorities in this state tell us that most fires catch in the roofs. Every farmer ought to have a good force-pump and fifty feet of hose near at hand to be used in an emergency. Every farmer ought to carry insurance on every building he owns all the time.

c. Why does a city need special fire protection? Describe a fire department and its machinery. Who has charge of the fire department? How do the firemen know when and where to go to fires? How would you notify the fire department if your home were on fire? Have we had any bad fires in our city recently? If so, how did they start?

d. Are there any restrictions in this town on the kinds of materials to be used in building? Why? Are there any "fire limits" in the business districts? How do the police act in connection with the fire department? Do our firemen give all their time to their work?

e. Ought our schools to give fire drills in which pupils are taught to rapidly and orderly leave the building in case of fire?

f. Relate stories of great fires such as the Chicago fire, the Iroquois disaster, early prairie fires, northern timber fires.

g. The use of fire ought to be carefully regulated by law. Many fires in towns and cities are caused by mere carelessness in the use of fire. Every city ought to have fire limits or districts in which no building can be erected unless it is fire proof. Laws concerning the placing of fire escapes ought to be strictly enforced both in towns and in cities. Every town and city ought to have a well-equipped fire department and well drilled firemen who are always available to fight fire. Children ought never to carry matches unless for a special purpose that is permissible and when extra matches are left, destroy them at once. Every person owning buildings ought to keep them insured all the time.

References:

Sabin—The Making of Iowa. Chapter 23.
Bailey—What To Do for Uncle Sam. Chapter 19.
Dole—The Young Citizen. Chapters 10 and 11.
Hill—Lessons for Junior Citizens. Chapters 1 and 3.
Willard—City Government for Young People. Chapters 15 and 16.
Wade—Lessons in Americanism.

POOR RELIEF

Introduction. The aim of this topic is to discuss why we have poor people, to show how the government helps those who are unfortunate, and to suggest how the number of dependents may be lessened.

1. *Why Some People Are Poor.*
   a. One man was earning one hundred dollars per month, while another was earning seventy. The former was in debt while the other had money in the bank. How can you account for this difference?
   b. What do we mean when we say a person is a good manager? Does living in poor surroundings have any effect on people's ambitions?
   c. There are many causes for poverty that are unavoidable. Some people become ill and cannot work but must continue to provide for themselves. Some people are unfortunate and suffer accident. Some people are injured and cannot work or earn a living. A very few people inherit deformities or handicaps such as to deprive them of health or strength to earn a living.
   d. Some people are lazy and will not work and try to earn a living. Some people are mere spendthrifts and waste their money as they do their time. Some people are ignorant of the fundamental laws of thrift and economy and their chief need is education. Some people are so shiftless and unambitious that they do not care to ever do more than merely make a living.
   One of our great men has said that spending a little more than you earn means unhappiness or failure, while earning a little more than you spend means happiness and success.
2. *Why We Help the Needy.*
   a. If you were in need on what township officer could you call for help? On what city officer? On what county officer? Where is your county home in this county? How is it supported and who is in charge?
   Destitute soldiers may not be sent to the county home. Where may they be cared for?
   What private organizations may help poor people?
   Is it always wise to help people by giving money?
   b. The amount of money allowed to persons at home is fixed by law at two dollars per week, aside from medical care. The widowed Mothers' Pension Law of Iowa allows a fixed amount per week per child. This is an excellent law for it permits the mother to maintain her home and care for her children instead of breaking up the home and sending the children to the orphans' home.
   Iowa has a children's orphans' home at Davenport that cares for needy orphan children.

One man gave a poor person a bit of money and thought he did his moral duty. Another man gave a poor person a chance to work and earn a small amount of money. A third man gave a poor person work to earn a living and then in addition cheered him into new ambition and zeal to try for greater success, and the poor person succeeded and now is well to do. Which man rendered the greatest service?

3. *Habits of Thrift.*
   a. Preventing waste on the farm. Saving of straw and grain, making repairs when first needed, care of farm tools, saving of fruit and vegetables, care of fruit trees, care in use of fertilizers, care of forest trees, painting buildings when needed.
   b. Preventing waste in the city. Turning off gas and electricity when not needed, saving of water, avoiding kitchen waste, providing one's own garden, mending clothes that are still good to wear.
   c. There is a great difference between being stingy and being economical. The one is unwise, the other is wise. What is the difference? What is the value of keeping account of your expenditures?
   d. Elements of thrift—honest labor to earn money, careful investment of money earned. Ask the advice of a good banker or other business man. Put your money in a bank where it will earn interest. Organize school banks for the children to deposit their money. When the child has deposited as much as one dollar take it to the bank and have the child start a savings account. What is the purpose of a bank? Of a savings bank? Of a postal savings bank?

   Enumerate the different kinds of banks and tell how each differs from the others.

References:

Willard—City Government for Young People. Chapter 18.
Hill—Lessons for Junior Citizens. Chapter 6.
Bailey—What To Do for Uncle Sam. Chapter 9.
Wade—Lessons in Americanism.

PUBLIC MONEY

Introduction. The aim of this topic is to point out that we work together through our government, that taxes for the government are our contributions for carrying on such work, and to develop the right attitude towards taxes.

1. *The Meaning of Public Money.*
   a. Government must be carried on by men who give all their time to that work. They must be paid salaries for their services. The government's business requires buildings and offices and equipment in order that the work of the government can be properly carried on. Money is required to pay for all this work and for salaries for all the officials. The government,

either local, state, or national, must build roads and bridges, postoffices and schools. All this requires money.

b. Make a list of the various purposes for which money is needed, in the community, in the state, in the nation.

Could we do many of these things ourselves and not give them to the government?

What do we mean by public? What is a tax? Different kinds of taxes? Do all people pay taxes? What determines in general the amount each individual pays?

2. *How Taxes Are Levied.*

a. The assessor visits every owner of property and determines the value of the property.

The township trustees go over the work of the assessor and see that his assessment of all is just and fair.

The county supervisors compare the assessments of all townships to see if each township has been assessed fairly.

The state executive council compares the assessments of all counties to see that each county is assessed only its fair share.

b. The county board of supervisors receive back from the executive council the total amount of the county assessment and decides the amount of tax to be paid on each dollar's worth of property. The county auditor figures the amount of tax to be paid by each person.

3. *How Taxes Are Collected.*

a. The taxes are assessed and levied one year in advance of collection. The taxes paid this year were assessed and levied last year. As the expenses of government become more so do taxes increase in amount. The rise in value of property also makes taxes higher as more dollars are taxed.

b. Where are taxes paid, and to whom and when?

What is the penalty if taxes are not paid at the proper time?

What do we mean by delinquent taxes?

What is done if a person who owns property does not pay his taxes at all?

Get a tax receipt and study the table of levies on the back of it.

Some states refuse a person the right to vote if his taxes are not paid before election time.

4. *Attitude Towards Paying Taxes.*

a. Too often people think their government is wasteful or dishonest because they do not stop to think about what the government does for them.

Enumerate all the government activities you can in which the government helps us directly or indirectly.

Have we a right to expect our officers to expend our money wisely? Why should we think of taxes as a good thing and be glad to pay them?

What do you think of a man who gives in a wrong valuation to the assessor, or one who tries to escape paying his taxes?

5. *How Our Government Borrows Money.*

a. When our government undertakes a piece of work for which it does not have sufficient money in the treasury at that time, it has to borrow money. During the war our government had to borrow a great deal of money. We called these loans liberty loans. Why did we call them Liberty Loans? What did we call the loan after the war was over?

b. In the same way our counties and cities often borrow money. Sometimes a court house or a big bridge has to be built, and the county does not have enough money from taxes to build it. The county must then borrow money. The county may sell bonds much the same as the nation did during the war.

A city may want to erect a municipal light plant. The city will generally have to sell bonds to raise the money. The people feel that they cannot afford to pay the whole expense of a great undertaking during any one year. They also feel that the undertaking is for the benefit of future generations as well as for the present people. If the city borrows money in this way it can pay off the debt gradually and allow it to extend over a long period of time.

c. What do we call these promises to pay that the government gave us during the war? The same name is applied to the promise of the city or the county to pay back money loaned to it. These bonds are a good investment—why?

References:

Willard—City Government for Young People. Chapters 9 to 11.
Cole—The Young Citizen. Chapters 17, 18.
Wade—Lessons in Americanism.
The Financial Statement of the County Auditor.

ELECTIONS

Introduction. The aim of this topic is to explain how candidates are chosen by parties and officers elected by the people, and to show the importance of every voter taking part in choosing officers.

1. *Meaning of Elections.*

a. We say we live under a Republican government. What do we mean by the term democratic?

Can you name other countries that have Republican governments? Pure democracy is impossible because all the people cannot assemble in any one place to cast ballots or to make laws. Therefore we in a democracy must choose men to represent us in these things. An election is the act of choosing officers to carry on government in the name of the people. When are elections held in our community? Name different officers that were elected at the last election.

2. *Suffrage.*

a. Who may vote in Iowa?

Are you a voter?

What is the difference between a voter and a citizen?

In a few states persons may vote if they have taken out their first papers. They are not citizens until they receive the second papers.

Do you think any state ought to allow people to vote for president or vice-president before they have become full-fledged citizens?

b. The 19th amendment to the Federal Constitution gives women the right to vote, all over the United States. Why did we not give women the ballot earlier?

3. *How We Choose Candidates.*

a. We do not all agree on all questions which our government must settle. For example, in the country we do not all favor paved roads. In the city we do not all favor paving streets or building new school buildings. The voters who agree on certain national questions get together in groups which we call parties. What are some questions on which we do not agree at the present time?

b. Each party wants to put its men into office because these men promise to carry out their party's wishes. When and how do parties choose their candidates? What does the word "primary" mean? Name some of the candidates chosen at the primary.

c. Get a primary ballot and study it in class. Ballots are printed in the local newspapers, and may also be had at the place of voting. The county auditor generally has a few sample ballots for distribution.

4. *How We Elect Officers.*

a. Some time after the parties have chosen their candidates an election is held where one man is chosen for each office from among the candidates. The state and national elections are held the first Tuesday after the first Monday in November.

b. How many votes must a candidate in Iowa have to be elected? We believe that the largest group should govern. How many elections have there been in your community in the last four years? What was the purpose of such elections?

c. Get an election ballot. They may be secured from the county auditor. We used to have a ballot for each party. How is our present ballot made up? Why?

How do voters mark their ballots?

(Teachers ought to bring sample ballots to school and have pupils make ballots on blank paper).

5. *Election Officers.*

a. Who has charge of elections in our town or in our township precinct? What do these men have to do? Where are elections generally held? Why do voters vote in secret? When do the election judges begin to count the ballots? May they count each vote as it is cast? Why? What do they do with the report after the votes are counted?

6. *The Good Citizen's Attitude Toward Elections.*
   a. The large number of voters who fail to take a part in our elections is surprising. These men are often the ones who complain about the government being badly managed. Are they justified? It is those who take part who control matters. Do those who are too indifferent to vote count in our kind of government? Some people think if a person fails to vote for a certain length of time, he should be deprived of the right to vote. What is the danger in our government of people failing to vote? Are there enough good people to control elections if they all voted?
   b. Discuss the privilege of voting.
   c. Discuss the duty of voting.
   d. Should our good citizens object to holding office? Why do many men object? We should feel that any office is both an honor and an obligation upon the person elected, by the whole community, and that it gives the holder an opportunity to serve the whole community.

COURSE IN AMERICAN CITIZENSHIP

Grades 7 and 8

INTRODUCTION

The work in the seventh and eighth grades has mainly to do with fundamental elements of welfare which the community is seeking and which in their entirety comprise both the necessities and the comforts of life. The means and agencies employed in securing these elements of welfare naturally become the subjects of class investigation and discussion.

In considering these different means and agencies the progression is always from function to structure, from the near to the more remote, from the community, the township, the county, the city, to the state and the nation. In the lower grades there was no discussion of the organization back of the various community functions or activities. In fact the word "government" was hardly used at all for the children would have very little interest in knowing whether these services were rendered by the individuals, by the public service corporations, or by some branch of the government. But in the seventh and eighth grades the time has come for a discussion of the various forms of public organization through which these community services are rendered.

Many boys and girls in the public schools of Iowa do not yet attain to more than an eighth grade education. Therefore if the future citizens of our state are ever to get a knowledge of government, its organization and its functions, they must take up the study of government in the eighth grade. While the method of attack is along the same lines as in the lower grades, the subject matter must relate in part at least to the machinery of government, of what it consists and how it functions in relation to the citizen. The executive branch of government is so planned as to distinguish clearly between the different political entities—township, county, town or city, state and nation—in their relation to the elements of welfare. The legislative branch of the government is included in the discussion of how our laws are made. It is in this branch of government that the people are most immediately concerned and with which they come in closest contact through their representatives, and therefore the teacher ought to emphasize the law-making powers in each of the various units of government beginning with the lowest. The judiciary gets a fairly adequate discussion under the topic Correction, but the teacher ought again to emphasize the organization and functions of the courts in such way as to give the pupils a thorough understanding of their form and purpose.

Each element of welfare is treated in the same general way: A. Approach to the topic; B. Means by which the community provides for the element under consideration; C. Responsibility of the citizen. The purpose of this uniformity of treatment is to give clearness and bring about a more synthetic development of the course as a whole. The success of the work in the seventh and eighth grades depends largely upon the successful use

of supplementary materials. Constant reference to current topics and to the use of current events of civic importance will stimulate interest in class work. When any current events of civic interest, such as an election, the meeting of the state legislature or the opening of congress occurs, the teacher ought to sidetrack temporarily the topic under discussion to take up with the class the matter of immediate importance. Pupils should be encouraged to take an active interest in public affairs.

In the immediate future the civic laboratory will be as indispensible to the teacher of civics as is a science laboratory to the teacher of science. The accumulation of civic material is the work of months and years but it ought to be begun by the teacher immediately upon beginning the use of this course of study. In the seventh and eighth grades every pupil ought to have a well chosen text book as a part of the daily preparation, but the teacher ought to provide a great deal of supplementary reading material and as much as possible of what may be called laboratory material.

SUGGESTIONS FOR TEACHERS

Each pupil should have a text-book and should keep a notebook; the latter to be used for lesson assignments mainly, but also for outlines, reports and subject matter. The teachers ought to make generous use of supplementary reading and investigations. For this purpose both teacher and pupils will find the list of reference books, outlines and treaties in the back of this pamphlet of great value. Others may be supplied as they are found.

The aim in these grades should be to lead the pupils: (1) To realize the importance of the elements of welfare to themselves, to their neighbors and to the community. (2) To realize the dependence of the individual upon social agencies. (3) To secure the right social attitude towards the problems involved. The materials used in the approach to the topics should be drawn almost entirely from the experience or knowledge of the pupils. The class should pool its experience.

In the investigation of agencies the aim should be: (1) To secure whatever detailed knowledge may be necessary for the citizen to possess in order that he may intelligently meet his responsibilities. (2) To learn where and how he may find information when the occasion arises. (3) To know the persons who are leaders in social and civic movements as a basis for co-operation and further interest. (4) To broaden the pupils' interest in the various elements of welfare and social agencies.

Note-books should be kept. Frequently the teacher will wish pupils to write down material which is worth keeping for future reference. It will be found necessary for the teacher to make definite assignments from day to day and written work to be handed in or filled in the note book will necessitate daily preparation on the part of the pupil.

Throughout the course the emphasis should be on developing a social point of view and a sense of responsibility—a desire to promote those things which are of benefit to the community. Boys and girls can be taught to be good citizens no wand that they ought not wait until adult life before practicing civic virtues. Dramatization is as effective with

eighh gratde pupils as with those in lower grades. The teacher ought to encourage the pupils to organize civic bodies and enact laws and regulations in a manner as is done in actual legal bodies. Have the pupils organize a federal convention when studying the constitution of the United States. Have them take the parts of leading members and when the executive powers are studied have a session of the convention and have those ideas expressed as once given by Hamilton, Madison, etc. When the legislative powers are under consideration, have another session and have the arguments given as once given by leading members on legislative functions. Encourage the pupils to hold sessions of the township board of trustees, the county board of supervisors, the state legislature, congress, and conduct sessions and trials in the courts. The pupil will find real interest in conducting an election when carried out exactly as is a trial in the courts. Such mock election should include the entire process, even the registration of voters, the making of the ballots, the nomination of candidates, etc.

The amount of detail employed in the investigation of topics as well as the number of topics studied will depend on local conditions. The aim has been to suggest sufficient work for the two grades but it may be narrowed down or expanded to suit particular needs.

The materials for this course have been taken largely from two sources —Bulletin Number 23, 1915, U. S. Bureau of Education, and from The Course of Study in Civics for the Public Schools of Philadelphia. Due recognition is hereby given to those who have worked out the above materials. The material for the seventh grade appears first in the outline and extends over to the topic Transportation, the remainder of the material being reserved for the eighth grade.

BEGINNING LESSON

I. *Meaning of Community.*

1. Does not imply geographical area.
2. Means various things: A neighborhood, a township, a village, a town or city, a state, a nation, the whole world. Each unit has certain problems, as community health, good roads, public schools, lighting system, league of nations. We all are members of one or more communities.

II. *Meaning of Community Civics.*

1. To teach us to know our community.
2. To teach the meaning of community life.
3. To teach us what the community does for us.
4. To teach us what the community may expect from us.
5. To teach us how we may fulfill our obligations to the community.
6. To teach us the essential qualities of good citizenship.

III. *Emphasis in the Course.*

1. Placed on the local community, because it is nearest to us, it is more real and it seems more vital, especially to the beginner.

HERMIT LIFE VERSUS COMMUNITY LIFE

I. *Hermit Life.*
1. The central idea is independence.
2. He may supply all his needs.
3. It means a life apart from human association.
4. It is not natural to live that way.
5. It necessitates the giving up of nearly all the conveniences and luxuries.
6. It is rarely practiced now.
7. It does not promote good citizenship.

II. *Community Life.*
1. The chief idea is dependence.
2. One supplies very few needs directly.
3. It means group living.
4. It is attractive.
5. It makes possible more complete living.
6. It is more necessary than formerly.
7. It promotes good citizenship.

This contrast is employed to emphasize the richness of community life as compared with the barrenness of the hermit's existence. Never has the hermit life been so unattractive as today—never has the community life been so alluring. The one is progressive, the other is stagnant.

NEEDS, CONVENIENCES, LUXURIES

I. *Needs.*
1. Food.
2. Shelter.
3. Clothing.

II. *Conveniences.*
1. Automobile
2. Telegraph
3. Telephone
4. Furnace
5. Clock
6. Steam train
7. Saddle
8. Fountain pen
9. Book
10. Chair

III. *Luxuries.*
1. Jewelry
2. Beads
3. Window hangings
4. Silk dresses
5. Neck-ties.

A need is something which is necessary to sustain life. The hermit could supply only his needs and perhaps a few conveniences. Community life makes possible many conveniences and luxuries which the hermit could not have. The separation of employments and the division of labor makes it impossible for each one to follow his own bent in life and still make a living.

COMMUNITY NEEDS

I. *List of Community Needs.*
1. Good homes.
2. Fertile soil.

3. Good water.
4. Protection of life and property.
5. Means of education.
6. Health regulations.
7. Care of the poor.
8. Provisions for recreation.
9. Good transportation—roads, streets.
10. Public utilities.

II. *Cause for Town and City Growth.*

1. The geographical location—on navigable rivers, good harbor, railroads.
2. Surrounded by fertile soil or rich mineral wealth, water power.
3. Establishment of industries draw people to work.
4. Variety of industries offer work to all.
5. Better opportunities—education, art, money making.
6. More leisure time—labor hours shorter than in country.
7. Good transportation systems.
8. Immigration—immigrants accustomed to live in cities.

III. *Some Services Rendered by Towns and Cities.*

1. Construction and care of streets.
2. Prevention and punishment of crime.
3. Protection of life and property.
4. Promotion of education.
5. Care of the poor and needy.
6. Furnishing water, gas and electricity.
7. Furnishing transportation facilities.
8. Establishment of recreation centers.
9. Providing pure food inspection.
10. Keeping the community clean.

(See Tuft's Real Business of Living.)

The students will be interested in the reasons for their own communities' establishment and growth. As individuals have needs so also do communities. Society makes certain demands upon us which result from our living in a community. The following account from Tuft's Real Business of Living will be of interest to the pupils.

"In the earlier days even the most elementary public functions were performed by the individual. He built roads and bridges, paved streets, lighted the streets before his own doorway. He was his own constable. Such health protection as he enjoyed was the result of his own vigilance. Education was conducted at home or by the church. The library was a priestly possession as was all learning. His house was his castle even in the midst of the city and society offered him little save the administration of justice and protection from foreign foes."

"Today the community protects his life and his property from injury. It safeguard his health in countless ways. It oversees his house construction in towns and cities, and protection is given him from fire. It builds his bridges and cleans and lights his streets. It collects his garbage in cities and it furnishes him with labor through employment bureaus both for city

and farm labor. It educates his children, supplies them with books, and in many instances with food. It offers him a public library and allows both town and country children to use the books. It offers him recreation through community meetings and playgrounds, It administers justice, supplies physicians, nurses and hospital service. It provides for inspection of food and water and compels sanitary conditions. It safeguards him from contagious diseases, facilitates communication, and in some instances offers opportunity for higher education and training."

THE CITIZEN—RIGHTS AND DUTIES

I. *Some general definitions.*
   1. *A resident* is one who has lived in a country for a specified period. In Iowa one must live in the county sixty days and in the state six months before "Residence" is acquired. Advantages.
   2. *A citizen* is defined as one who is born or naturalized in a country. Our constitution defines the term citizen.
   3. *An alien* is a foreign-born resident of a country, who has given allegiance to its government.
      In what way was it a disadvantage to be an alien during the war?
   4. *Naturalization* is the legal process by which an alien may acquire citizenship.
   5. *Expiration* is the process by which one may give up his citizenship in and therefore his allegiance to a country.
      a. Acquiring a new citizenship.

II. *Methods of acquiring citizenship in United States.*
   1. By birth in U. S.
   2. By being born of American parents living abroad.
   3. By naturalization.
      (The student should have a good general idea of the important steps in the process.)
   4. By marriage.
   5. By treaty of annexation.
   6. By statute (Indians).
   7. By honorable discharge from army or navy.
      Hughes, Community Civics, par. 14, 15, 16.
      Constitution of U. S., amendment XIV, section 1; article 1, section 8, clause 4.

III. *Rights of Citizens.*
   1. In general.
      a. Protection of government.
      b. Liability to military service.
      c. Right to influence the government.
      d. Increased interest in national affairs.
      e. National pride.
   2. In the United States.
      a. Personal Security.
         1. Life, health and good reputation
         2. Security of property.

3. Keep and bear arms.
4. Speedy and public trial by an impartial jury.
5. Security from excessive bail and punishment.

b. Personal liberty.
1. Slavery prohibited.
2. Freedom within the law.
3. Free speech.
4. Freedom of worship.
5. Freedom of assembly.
6. Freedom from flase.

c. Private property.
1. Right to acquire property.
2. Right to dispose of property.
(Right of eminent domain.)

IV. *Duties of Citizens.*
1. To obey the law for the common good.
2. To be intelligent in regard to one's country.
3. To vote after careful study—if a voter.
4. To render full allegiance to one's government.
5. To respect the authority of officials.
6. Complete co-operation.
7. Pay taxes willingly.
8. To be self supporting.
9. To work for common good.
10. To be honest in all human relations.
(Pupils to make an exhaustive list of duties.)
Hughes Community Civics. par. 17, 18, 19.
Constitution of U. S., Amendments I-X.

V. *Summary.*
1. List of benefits of being a citizen.
2. Reasons more aliens do not become citizens.
3. What restrictions would you place upon aliens?
4. Meaning of value of writ of habeas corpus.
5. Value of right of eminent domain.
6. When and why is patriotism the most evident?
7. How can a good citizen show his patriotism best?
8. Difference between a "subject" and a "citizen".

NEED FOR GOVERNMENT

I. Students should be led to really feel the need for goverment and for law and order. Illustrations from everyday life should be contributed by each student in order to drive this thought home to each one. The realization that we need a stable government, that the "common good" is all important, that this can be secured only by co-operation and subordination of self is a lesson that we can well afford to spend a day emphasizing. In what way can a boy or girl in school be a good citizen of his city, school, or home? What evidence have we that organized government exists in our community?
Hughes, Community Civics. par. 8.

FORMS OF GOVERNMENT

I. *Some general definitions.*
   1. Government
   2. Laws
   3. Custom
   4. Sovereignty
   5. Constitution—written, unwritten

II. *Forms of government.*
   1. Monarchy
      Limited
      Absolute
   2. Oligarchy
      Aristocratic
      Educational
      Based upon wealth
   3. Democracy
      Pure
      Representative
   4. Autocracy
   5. Bureaucracy
   6. Confederation
   7. Federation
   8. Federal republic

(A lesson on definitions) Each student should be able to pick out distinguishing characteristics.

III. *The Government of United States.*

Briefly described on pp. 15-17 in Hughes Community Civics.
In what ways are the rights of the people safeguarded?
Hughes Community Civics, pp. 13-17.

A STUDY IN POPULATION

Hughes, Chapter 26.
Towne's Social Problems, chapter 3.

I. *Bonds holding people together.*
   1. Friendship
   2. Family ties
   3. Blood relationship
   4. Common interests
   5. Common beliefs
   6. Same nationality and language

II. *America—land of opportunity.*
   1. Reasons people come to America.
      a. Religious freedom
      b. Political freedom
      c. Depression at home
      d. To be with friends
      e. Spirit of adventure
      f. Hope of securing a home and land
      g. Ease of transportation

III. *Aliens—coming to America.*

1820-1910	32,000,000
1776-1820	250,000
1820	8,000
1842	100,000
1854	400,000
1907	1,285,349
1901-1910	8,785,386
1911-1913	3,000,000

IV. *Old versus the New Immigration*

1. Time of transition—about 1890-1898.
2. General facts about it—

The old immigration came from England, Germany and the Scandinavian countries. They were literate, law abiding, skilled, similar in language and customs, trained to some degree in popular government, sought rural sections, became land owners, brought their families, and became citizens of the United States.

The new immigration came from Italy, Greece and Slavic countries. They are illiterate, are unskilled, have low standard of living; are different in language, ideals and customs; are accustomed to autocratic government; they flock to the urban sections, are clanish, and do not readily learn our language and customs.

V. *Effects of Immigration*

1. Industrial
2. Social
3. Political

(See Towne's Problems pp. 44-8.)

VI. *Proposed Restrictions on Immigration*

(See Towne's Social Problems, pp. 48-55.)
(Dunn's Community and the Citizen, pp. 41-42.)

VII. *Agencies in Americanization.*

1. Influence of schools
   Teach our language
   Teach American ideals
   Teach American history
2. Influence of our government
   Our government protects the common rights of all the people.
   All share in the benefits of government.
   Our government is a strong bond of union.

VIII. *For Investigation.*

1. Let each pupil in the class fill in the blank. Tabulate the results for the whole class on the blackboard in order to show the blending of nationalities in the present class:

Table showing nationality of
Father.....
Mother.....
Father's father.....
Father's mother.....

Mother's father.....
Mother's mother.....

2. Make a list of the different nationalities to be found in your community. Do any of these nationalities tend to form groups by themselves? If so, give areas dominated by each group.
3. Are there any industries in your community in which the workmen are wholly or largely of some particular foreign nationality?
4. Do any of the foreign nationalities tend to act as units in politics, in religious matters, or in business?
5. Would you favor allowing aliens to vote in Iowa as in some states in the Union?
6. Is anything done in this community to aid the immigrant in becoming Americanized, in getting an education, in getting better paying work?
7. Suggest different means that could be used to encourage the alien to become a good citizen.
8. List the characteristics that you admire in citizens.

Make a study of the following great men in America according to the following outline:

1. Where was he born and what of his early training?
2. When did he come to America and what was the reason for his coming?
3. Trace out the various activities in which he took part after coming to America.
4. What offices in state or nation did he hold?
5. What were his contributions to American life?

William Penn
James Wilson
Alexander Hamilton
Albert Gallatin
Carl Schurz
Jacob Reis

HEALTH

Health as a rule is a purchasable commodity, and the price is education. The saving of human life is more than a humanitarian question, as it must also be considered from an economical viewpoint. During the past twenty years, the average age at death has been increased from 37 to 42 years, and the death rate has been reduced from 17.6% to 14.2%. This means an annual saving in life greater than Great Britain lost in one year of the War. A large proportion of this is due to the lessened deaths of children from preventable diseases.

Statistics show that about one-half of all children die before reaching the age of five, and that one-half of all deaths occur before the age of 23. During the recent war, 31% of the young men between the ages of 21 and 31 were found unfit for full military service by reason of physical defects, the majority of which could have been prevented.

During each year there are 1,600,000 deaths in the United States, of which 40%, or 670,000 could be prevented by the proper application of the well-

known principles of preventative medicine. In figuring the value of an average individual's earning capacity at a minimum of $2,000, which is very low, this would make a loss to the various communities and the Government of $1,340,000,000.00 annually, not including the enormous expense of sickness, loss of time and disability from physical defects, not fatal, which could and should be eliminated.

The duty of the practicing physician is to cure those already ill, and to give such advice as his time allows. The real work in preventative medicine must be done by public health agencies, the support of which must come from general funds. The Federal Government, through its Public Health Service, is making a scientific study of the various diseases which affect mankind and the means of preventing same. The State Board of Health through conferences and bulletins are in constant contact with the Federal Government and receive the full benefit of its investigations.

The schools of the larger cities are in position to avail themselves of health measures to a much greater degree than those of the rural districts. If the rural districts avail themselves of the greatest good resulting from health education, it is necessary that this work be organized by county units, with full-time Health Officers and sufficient corps of nurses to give all rural school children proper inspection and advice relative to all matters pertaining to the health.

In the majority of larger cities, the child has all the advantages of medical inspection, and direction in his physical exercise with Health Centers, where he may secure from the various clinics free medical treatment and advice, and where necessary, operations, supervised play grounds, out-door schools for the tubercular, and special classes and diet for those suffering from mal-nutrition, are provided.

In addition to the United States Public Health service, the Superintendent of Public Instruction, and the State Board of Health by advice and information rather than compulsion are the agencies through which this work should be inaugurated in the various states.

The program in each county should be carried out by the county superintendent, the health officer, boards of education, and welfare organizations, allowing each community by its own initiative to have its full share of the work.

The efficiency of a community is direct evidence of health and happiness.

HEALTH OF THE COMMUNITY

I. *Approach to the Topic.*

Each pupil should be led to see the importance of health to him, so that the entire class will deduce the fact that they have a common interest in the matter. By an extension of the idea, it may be seen that health is a subject of common interest to the entire school and to the community as a whole. Each pupil must realize that, in the matter of health, he is dependent upon the other members of the class and of the school and that the other members are likewise dependent upon him. Every one must work together and to this end definite provisions have been made by all communities. Whether these regulations for health prove

effective or not depends largely upon the interest and intelligence with which each citizen supports them.

II. *Commonly accepted rules of Hygiene.*

(Each pupil should answer the question "Can I observe this rule without the aid of society?" with regard to each rule.)

1. Breathe deeply and freely of pure air.
2. Drink freely of pure water.
3. Eat moderately of a wholesome, well-cooked and well-balanced diet.
4. Exercise daily the important groups of muscles.
5. Keep the body and its surroundings clean.
6. Do not expose yourself to contagious diseases.
7. Abstain from the unnecessary use of drugs.
8. Observe regular periods of rest.
9. Do not practice any activity harmful to the body.

(Pupils may be surprised that a man may be compelled to keep his premises clean or that one does not have the right to sell unwholesome food.)

III. *Means by which the Community provides for Health.*

1. For pure air:
   a. Ventilation of buildings.
   b. Suppression of smoke and gas.
   c. Tenement house laws and inspection.
   d. Cleanliness of outbuildings.
2. Pure food:
   a. School lunches.
   b. Pure food and drug laws.
   c. Inspection of markets and dairies.
   d. Inspection of slaughter houses.
   e. Inspection of cold storage.
3. For pure water:
   a. Wells and water systems.
   b. Stream protection and filtration.
   c. Sewage disposal.
4. For exercise:
   a. Gymnasiums.
   b. Playgrounds.
   c. Athletic fields.
   d. Skating ponds.
5. For cleanliness:
   a. Disposal of household waste.
   b. Street cleaning.
   c. Public baths.
6. To avoid contagion:
   a. Medical inspection for schools.
   b. School nurses.
   c. Vaccination.
   d. Quarantine—local, state, national.
   e. Insect extermination.

(Give a ten minute talk on the life and work of Colonel W. C. Gorgas in Cuba and Panama.)

7. To restrict use of drugs:
   a. Temperance societies.
   b. Regulation of sale and manufacture of alchohol and tobacco and drugs.
8. To regulate working hours and conditions:
   a. Properly equipped schools.
   b. Child labor laws.
   c. Factory inspection and regulation.
   d. Consumer's leagues.
   e. Child labor associations.
9. Miscellaneous agencies:
   a. Ambulance service.
   b. Hospitals.
   c. Vital statistics.
   d. Baby-saving campaigns.

IV. *Responsibility of the Citizen.*

(See Bulletin No. 23—1915, pp. 16-19.)

The teacher should impress upon each pupil a sense of responsibility and right action. This can grow out of a proper conception of one's community relations—vital interest is necessary and then one will desire to act. Each pupil will have a—

(1) Sense of responsibility.
(2) Desire to act.
(3) Knowledge of how to act.

A distinction should be made between the present and future civic duties of high-school pupils. They have some civic responsibilities now; others await them in adult life. The teacher should be careful to cultivate the kind of things for which pupils should assume responsibility now.

Questions similar to the following ones may prove helpful in an attempt to cultivate the feeling of responsibility.

"If you suspect that your water supply is polluted, how will you proceed to verify your suspicions?

"If you find that it is polluted, what should you do about it?"

"What should your father do about it?"

"Under what conditions should complaint be entered?"

"Who should enter it?"

"Before whom should it be laid, and by what method?"

"If your community needs a new water system, how may a citizen proceed to arouse public opinion in the matter?"

Recent investigations have shown that the health of people in a well regulated city is better than in the country. Why should this be true? Why is the vacant lot frequently a menace to health? Do you know of such a lot?

Distinguish between personal and public hygiene. During recent years our attention has frequently been called to the necessity of destroying flies. What relation has such a campaign to the "clean up week" or to the matter

of garbage removal and disposal? Would you favor a law making it illegal to have an open well in your yard in your city? Explain.

What about the milk you use in your home each day? Where does it come from? If you live on a farm do your folks at home take care to keep the milk clean and pure? What precautions have health officers taken to insure a supply of pure milk to those people who buy milk? How can you add to the precautions already provided by law to insure pure food? Do the farmers or dairy men in your community have cows examined and tested for tuberculosis? What is the advantage of health inspection in all places in which foods are produced or stored? What precautions ought to be taken when an epidemic of disease breaks out in your community? Who are the health officers in your community? Why do some people object to vaccination? Do you believe in medical inspection for all children in our public schools? Is a hospital a good investment for a community? How much sleep is necessary to preserve good health? Name the officers who constitute the Board of Health in your community, such as the township, the county, the town or city, and the state. Discuss the subject of sewer disposal in towns and cities. Should the sewage of any town or city empty into the river or any other stream of water? Why not?

TOWN PLANNING

Approach to the Topic.

The appearance of a community is usually the first thing to attract the attention of a stranger. We all realize the value of first impressions and many of us have expressed our ideas of a city in unfavorable terms after a very brief visit. Almost every community is proud of some of its improvements and ashamed of its dark alleys and dirty tenements.

A good appearing neighborhood is an asset for t[illegible]erty values are bound to be higher. A properly planned city is as easily recognized as a properly planned house and both are desirable places in which to live.

How the community provides for civic beauty.

The study should proceed, as usual, from the familiar to the unfamiliar, being as closely related as possible to the pupil's interest. The appearance of the school building and grounds, of the street and parks is of common interest to all. The following list of topics will not be studied with equal detail. In each case, however, the pupil should be lead to inquire as to whom has been given or has assumed responsibility, and how the work is done.

List of Agencies:

1. Beauty in the home.
   - Appearance.
   - Paint.
   - Window boxes.
   - Care of lawns.
   - Care of gardens, trees, etc.
2. Beauty in school.
   - Interior decoration.
   - School architecture.
   - Improvement of grounds.
   - School gardening.

3. Beauty in the street.
   - The street plan.
   - Construction and repair.
   - Cleanliness.
   - Provision for rubbish.
   - Unsightly objects
     - Poles
     - Billboards
   - Care and preservation of trees.
   - Lighting at night.
4. Parks, parkways, boulevards and water-fronts.
5. The zone system.
   - Grouping of public buildings.
   - Industrial sections.
   - Residential sections.
   - Business section.
6. Preservation of natural beauty.
   - Local, state and national.
7. Miscellaneous.
   - Smoke abatement.
   - Vacant lots and alleys.
   - Mutilation of public buildings.

Responsibility of the Citizens.

The beauty of the city as a whole depends upon the care which the individual householder and his family take with regard to the appearance of their own premises and the care which each individual, old and young, takes not to litter the streets and parks with papers and refuse, to deface the walls and fences, to injure plants and trees, to destroy birds. Boys and girls should do much in any community in the work of home beautification, in gardening and in helping to create the right civic spirit.

PLANNING A RURAL COMMUNITY

HOME PLANNING

The time has come when rural people will be as careful in planning the community in which they live as are the people in the town or the city. A country community can often be beautified and made to have the appearance of refinement and culture as well as can a city. Farm houses ought to be located on beauty spots. Houses ought to be planned and located the proper distance from the public road. The yards ought to be beautified with trees and flowers, and beautiful lawns and neat yards, fences and walks and drives are as much appreciated by country people as are the same improvements appreciated by city people. Rural school houses and churches ought to be well and appropriately located.

Farmers can easily arrange their farm buildings so as to guard against loss by fire by placing barns, granaries, sheds, etc., some distance apart. Farm buildings can be located in such manner as to cause drainage away from the house, and wells should be located on a rise of ground so as

to prevent surface water from contaminating the well. Well painted houses and barns are as necessary in the country as are well painted houses in the towns or cities. Every farm home ought to be provided with screened porches and every farm home ought to have a sleeping porch. Every farmer ought to have an ice house on his farm and a refrigerator in his kitchen. Every farm community ought to have a consolidated school and a building large enough to adequately house the school activities and in addition it ought to be designed for use as a community center and be provided with all the modern equipment for the entertainment of young people.

Practical Suggestions—

1. Prepare a plan of our community. The main features of the present plan ought to be incorporated, but suggested improvements in location of streets, and boulevards, and parks should be introduced. This will constitute an "ideal plan" based upon actual conditions.
2. Write a paper giving your notion of "What a Civic Center Should Be." This paper ought to be at least 500 words in length.
3. At the close of the topic "City Planning" each pupil should be required to submit a list of ten things he can do to make his community a more beautiful, healthful, and convenient one in which to live.

Special problems.

1. Find out and trace whatever evidences there may be of definite plans to guide and curb the growth of Des Moines. Hughes, 28-30.
2. Make a special report on the river front improvement. Hughes p. 30.
3. What evidence can you find of an attempt to group Des Moines public buildings?
4. What similarity do you notice from a study of the picture on page 31 in your text and conditions of topography in your community?
5. Make suggestions for the rearrangement of the streets of your city.
5. Tell of an attempt in some new addition to lay out the streets according to a scientific plan.
7. Do you know of any paved street that has not stood the wear very well? What cause can you give for it?
8. Different paving materials have different wearing qualities. Give illustrations on actual streets in your neighborhood.
9. What is a franchise? State some of its chief evils. State as clearly as you can the franchise difficulties of our community relative to transportation.
10. How can we justify the expenditure of large sums of money by our government for parks and playgrounds?
11. Bring to class three particularly unsightly places—make suggestions for remedying them.
12. What has our community done in the matter of civic centers? Would you favor the erection of more civic centers to be paid for out of the funds of the city?
13. Make suggestions as to the elimination of noise from the streets.

THE HIGHER LIFE IN THE COMMUNITY

Approach to the Topic

In the preceding lessons the class has been lead to see how the community provides for the physical well-being of the citizens. The class also realize that to secure the highest state of efficiency provision for recreation is as vital as proper rest. Here cessation from work is not rest nor recreation and the difference between recreation and dissipation should be made clear. It should be shown that recreation really invalues social and intellectual interests as well as being mere physical enjoyment and recuperation. Recreation may at times consist in mere change of occupation. Recreation depends upon the possession of leisure, the existence of adequate facilities, and knowledge of how to use leisure and the facilities.

HOW THE COMMUNITY PROVIDES FOR RECREATION

To what extent are there people in our community who have not sufficient leisure for recreation? How is it in the case of women? Of children? What causes deprive people of leisure in our community? Which affords greater leisure, rural or city life? What attempts are being made to increase the leisure of men and women?

Are facilities for recreation in our community adequate? List such facilities as you can. Are these facilities open to all classes of people? Are they accessible to all as far as location is concerned? Would you call a public library a means of recreation? A saloon? A movie house? A civic center? A club? Is our community doing all it might do in providing facilities of this character? Many people do not know how to take proper recreation. Improper recreation is worse than none. Name some kinds which you consider improper. State advantages of supervised play—disadvantages too. Explain the value of the censorship of moving pictures, the supervision of dance halls, the regulation of high school social activities.

RECREATIONAL AGENCIES

School recess.
Play grounds—rural and town.
Athletic associations.
Gymnasiums.
Bowling alleys.
Public baths.
Dance halls.
Public concerts.
Ball grounds.
Skating ponds.
Picnic grounds.
Theaters.
Circuses.
Public gardens.
Libraries, museums.
Summer camps.
National, state, city parks.
Boy scouts.
Camp Fire girls.
Y. W. and Y. M. C. A.

RESPONSIBILITY OF THE CITIZEN

The foregoing discussion should impress upon the pupils the vital need for adequate, wholesome, moderately-priced recreation both from the standpoint of self-interest and of communuity welfare. One needs to cultivate judgment in the choice of recreation and to develop thoughtfulness regarding the comfort and convenience of others, a proper sense of co-operation and regard for the "rules of the game".

SUGGESTED QUESTIONS

1. What people in our community do not have leisure for recreation?
2. How many hours a week are women allowed to work in Iowa? Children under sixteen years of age?
3. Are the poorer sections of our community well provided with play grounds?
4. Make a complete list of all recreation facilities in our community.
5. Do any of the churches provide gymnasiums? Should they do so?
6. What things are you studying in school that will help you enjoy your leisure time?
7. Do any of the factories or business houses have athletic teams?
8. Does your rural community have a base ball team?
9. How many play supervisors does your city employ? Is the number sufficient?
10. Give reasons for your attitude on the question of spending public money for public musical concerts.
11. How may you turn a vacant lot into a private recreation center?
12. Does our city have a board of censorship to select films suitable for children?
13. Is there a need in your city for "recreation streets" where traffic is kept off so that children may play in safety?
14. Does your rural community have a community center building?

EDUCATION

Approach to the Topic

It is not always easy for the boy and girl to see the value of the education which the school gives. This may be due to two things: a lack of understanding and foresight, and to real failure of the school to meet the needs of the pupil. We all ought to come to a full realization of what the school is doing and what it fails to do. However this may be we can all be lead to an appreciation of the ever expanding of educational facilities with a view to more adequately meeting present day needs. More money is spent annually for public education than for any other one phase of government activity in both state and city. How much does Iowa spend yearly on education? How much annually do we spend in Des Moines on our schools? How much upon elementary education? How much upon secondary? Is this difference in cost per pupil justifiable? Why?

HOW THE COMMUNITY PROVIDES FOR EDUCATION

Education ought to accomplish the following ends:

1. It ought to help you to become self-supporting by helping you to discover the vocation for which you are best adapted and by helping in your preparation for that vocation.
2. From the standpoint of the community it ought to increase your efficiency as a contributor to the economic prosperity of the community, and thereby also contribute to your own self-respect.
3. It ought to increase your capacity for enjoyment of your work and for enjoyment and wise use of leisure.

4. It ought to stimulate your desire and develop your ability to participate wisely in the affairs of your community.
5. It ought to cultivate your appreciation of life in all its aspects. These points may be discussed in order to bring out the reason why public education should be provided.

HOW THE COMMUNITY PROVIDES FOR EDUCATION

Course of study.

What changes have been made in your course of study during the last few years? What has been the purpose of these changes? What further changes are in prospect? What courses do you think should be introduced in your school? What course ought to be changed or dropped? Do you think that the studies you are taking have a direct value to you? Can you suggest any changes that would make any study more useful to you?

Administration.

Describe in a brief way the administration of your school explaining the duties, and responsibilities of teachers, room teachers, principal, superintendent and school board. What responsibilities have you in the conduct of the school? Discuss the advantages of pupil participation in school government. What is the relation between the school authorities and the city, county and state governments?

School attendance.

Between what ages is school attendance compulsory in Iowa? What steps must be taken to obtain work permits? Are all pupils eligible? What restrictions are there as to the kinds of employment that may be secured by minors? How are truancy laws enforced in your school community? What proportion of pupils complete the elementary school; enter the high school; complete the high school? Give causes of pupils leaving school. What steps have been taken to prevent retardation and elimination?

The School as a Factor in the Process of Americanization.

The democratizing influence of the school should be made clear by the teacher. Advantages of the public school over the private schools should be set forth fully. (See Bogardus, on Americanization.)

Cost of the School.

How much will high school education in your community cost this year? How much of this is for instruction? What is the value of this school plant? How is the money raised for school purposes?

LIST OF AGENCIES CONCERNED IN EDUCATION

Kindergarten.
Consolidated schools.
Elementary schools—rural and town.
High schools.
Higher institutions.
Private schools.
Correspondence schools.
Summer chautauqua.
Winter reading circles.
Schools for defectives.

Classes for immigrants.
Y. M. C. A.
Civic clubs.
Literary and Debating clubs.
Public lectures and sermons.
Libraries.
Museums and art galleries.
Theaters and motion pictures.
Newspapers and periodicals.
Parent-Teacher's Associations.
U. S. Bureau of Education.
Summer, evening and special schools.
Corporation schools.

RESPONSIBILITY OF THE CITIZEN

In attending school the pupil is participating in the real life of the community and the community expects every boy and girl to attend school and to do his part to the best of his ability. The pupil must co-operate with the school and be loyal to its aims and purposes. Diligence in study and regularity in attendance are within the power of nearly every boy and girl. The pupil who is doing less than his best is failing to that extent. It may also be said that pupils are in a measure responsible for the progress of other members of the class and for the proper use and care of the public property represented in the school equipment, and the kind of schools we have in the community. The pupils can "make or break" the school. "This life is what we make it" and school is but a phase of life.

Make a list of the great educational leaders among the men and women of America and outline the life and career of each according to the following outline:

1. When and where born and reared?
2. Early training and preparation for work of education.
3. What positions of honor or recognition were held?
4. What did this man or this woman contribute to American life?

Prepare a ten minute talk about each of the following educational leaders in Iowa. Follow the suggestions given above.

T. S. Parvin.
William Beardshear.
Josiah L. Pickard.
William F. King.
James C. Gilchrist.
Amos N. Currier.
Henry Sabin.
James Wilson.
Thos. H. McBride.
Homer H. Seerley.

TRANSPORTATION

Introduction. Our modern civilization would be impossible without easy and rapid transportation. This constitutes an indispensible element of welfare to the modern community. In spite of this fact we have only recently come to realize that transportation is a public matter and one in which the community should exercise such control that the interest of the citizens may be protected. It is important to relate this topic to other elements of welfare that have been studied.

SUGGESTIVE LESSON—APPROACH

Approach to the Topic

An approach might be made to this topic through some item in the newspapers concerning transportation, or by the use of printed material published by steamship or railway lines. Another method of approach would be to ask how George Washington travelled when he went from Mt. Vernon to Philadelphia, and how he moved his armies from one place to another. When the older means of travel have been described, consider what means we have now which were unknown in Washington's time. The pupils should suggest not only the train, trolley, automobile, steamboats, but the improved streets and roads which make carriage travel easy where formerly only horseback riders could go.

The historical approach should make easy a consideration of the great changes made in the life of the community by improvements in the means of transportation. Let the pupils make a list of the things which they use every day and see how many of these are brought into their community. Let them consider one kind of business with which they are familiar and see whether it could continue successfully if we had only the transportation facilities of a hundred years ago.

MEANS BY WHICH THE COMMUNITY AIDS TRANSPORTATION

Means such as the following may be studied. The number of these to be investigated in detail will depend upon the time available and their relative importance.

Streets and highways.
- Opening and grading.
- Paving and repairing.
- Cleaning.
- Lighting.
- Street planning.
- Public highways and toll roads.

Bridges.
- Township bridges.
- County bridges.
- Town and city bridges.

Electric railways.
- City lines—surface, subway, elevated.
- Franchises.
- Contracts.
- Interurban lines.

Steam railways.
- Inter state and intrastate.

Waterways.
- River transportation.
- Steamship lines—inland and ocean.
- Canals.

Automobile trucks.

Aeroplanes—passenger, mail carriers.

Before taking up this lesson the teacher should refer to the lesson on cleanliness under the topic of Health and to the lesson on streets under the topic of Civic Beauty. The emphasis in this lesson should be placed not so much on the cleanliness or beauty as on the usefulness and convenience of the streets as a means of transportation. A good approach might be made by asking the pupils to make maps of the neighborhood, indicating upon them the kinds of paving and the condition of repair. The class may then discuss the various kinds of paving and their relative advantages. It is desirable to have samples of the chief varieties to examine in the classroom. The discussion should touch upon the importance of smooth and durable paving as an aid to rapid and safe vehicular traffic. The class should know how and by whom repairs are made.

Referring to their own maps of the neighborhood and to a larger map of the whole city, the teacher may call the attention of the pupils to the delay in the passage of vehicles caused by the checkerboard plan and the narrow streets, and the advantages offered by the diagonal streets where they exist, and by wide thoroughfares.

The maps made by the pupils may be used again to mark the position of the lights in the neighborhood. The teacher may ask such questions as—"Where are the street lights located?" "How many are there to each block?" What kinds of lights are used?" "What is the importance of lighting in connection with transportation?"

If the school is located in a newly built section of the community it will be easy to bring up the subject of the opening of new streets or new roads as an aid to transportation. The pupils may consider how new streets are put upon the plan, and how they are graded, paved and lighted. If the school is located in an older section the open portions of the community map may be used to lead up to the subject.

SUGGESTIVE LESSON—ELECTRIC RAILWAYS

On the maps of the neighborhood which are made for the study of streets or roads the pupils might place the electric car lines of the vicinity and indicate the direction and route of each. Pupils who have ridden on these lines may tell where the cars took them. They may suggest the places where most people would want to go and decide whether these lines take them there quickly, conveniently and cheaply. An interesting argument might easily arise on the question "Has the community a right to insist upon quick, cheap and convenient transportation?" If it has, what improvement should the people of this neighborhood seek to have made? Light may be thrown upon this subject by comparison with other localities in the community, using a map of the traction system. Reports may be made on fares and conveniences in other localities if the teacher thinks it wise to attempt this.

The pupils will readily see that the community, instead of providing itself with transit facilities as it does with water, is entrusting most of this work to a corporation. The teacher should impress upon them that the community owns the streets and roads and has given the right to use to the company in return for services and payments. They should learn the meaning of the words "franchise" and "contract" as used in this connection. In order that

the community may see that the transportation service is well performed we have a Department of the City Transit and a state Railroad Commission, appointed by the Governor, whose duty it is to protect the interests of the people. If there is anything in the daily news about the subject the teacher should take care to utilize it.

The transit question is such an important one that the teacher should have maps of any contemplated importance, contrasted with the older lines, and try to make these clear to the pupils. The class will be interested in considering the time and money estimated to be saved to the members of the community when these improvements are put into operation.

SUGGESTIVE LESSON—STEAM RAILWAYS

Maps furnish the best means of making this subject clear, but the teacher must be careful not to have the lesson become one in geography. The map is only to help to show the community interest in transportation. On an outline map of the city locate the lines of steam railways and their terminals, the class furnishing the information when possible. It will be still better to have the pupils use individual small outline maps of the city, if these can be had. At the places where the lines leave the city have the pupils write the names of the chief points to be reached by each line. Next show them a railroad map of the United States, and have them trace out the principal routes and show their importance to trade. Discuss the necessity for regularity and frequency of trains between the different parts of the country. What would happen to us if all trains should stop entering Chicago for a week or two? What would happen to us if all the roads should double their rates on freight such as coal, flour and meats? Let the class apply what they have learned in their geography as to the sources of our supplies of food and fuel.

The pupils will easily see that the community, instead of providing itself with these transportation facilities, is dependent upon the railroad corporations owned and operated by private individuals. The question will naturally arise as to what the community does to see that these most important duties are performed satisfactorily. The class may be reminded of the state railroad commissioners and their power mentioned in a previous lesson. Several pupils may read about the work of the Interstate Commerce Commission and report to the class.

The teacher should not neglect this opportunity to review the relation of the state and of the national government in this matter. There should be in the hands of each pupil a copy of the constitution of the United States for reference in this as in all lessons where it is needed. Here they should read again the clause giving power over interstate commerce to Congress, and explain why that does not interfere with the action of the state commission.

In conclusion, the teacher should make it clear that transportation differs from other elements of welfare so far studied, except communication, in that the community does not as yet provide itself with most of the means of transportation but entrusts the work to private agencies.

SUGGESTIVE LESSON—SUMMARY OF GOVERNMENTAL AGENCIES FOR TRANSPORTATION

At the close of the series of lessons on the means for transportation the teacher should develop with the class a blackboard outline which will show the machinery of government which helps to secure this element of welfare.

TRANSPORTATION

Township—Board of Trustees, Road Supervisor.
County—Board of Supervisors, County Engineer.
City—Mayor, Street Commissioner.
State—Governor, State Highway Commission.
Nation—President, Interstate Commerce Commission.

RESPONSIBILITY OF THE CITIZEN

The maintenance of good, convenient and cheap transportation facilities is dependent upon organized public opinion. No government will pass or enforce laws for the assistance of the people unless the people so demand. It is the duty of the citizen to know what the community needs and to ask for it through various private organizations. Many good laws and ordinances, when secured, are not enforced because there is no feeling in favor of their enforcement.

Moreover, citizens should feel responsibility for doing the little things that they can do as individuals. To move up in the street car when the conductor asks it, to have the fare ready when one enters the car, to cross the street at the regular crossings, to obey the traffic policemen—all these are ways of giving assistance and of helping in the enforcement of the law.

WEALTH

Introduction. In dealing with the topic of wealth the teacher must remember that this is a course in community civics and not in economics. In order to maintain this point of view, it may be well for the teacher to recall the definitions of the "good citizen" and of "community civics." The citizen, however, must be a user and usually a producer of wealth. The use and production of wealth have their civic bearings and it is some of these that the lessons are intended to point out.

SUGGESTIVE LESSON—APPROACH

A. Approach to the Topic

The teacher might introduce this topic by asking the pupils what their fathers and the other grown people in the neighborhood are doing while the children are in school. The answer "Working," may be followed by the question "At what?" As the various answers are given, the teacher should list the occupations mentioned by the pupils. When a fairly good list has been developed, the teacher may ask the question "For what are these people working?" The answer will probably be "To get money." By means of a few simple questions the pupils should be led to see that the money which these people earn is of value only in that it enables them to purchase the many things which they need. A brief discussion

may follow on some of the things which we need to satisfy our desires. It will be easy to get from the class a list of the more important items of food, clothing and shelter. All of these things are produced at a cost of work on the part of some one. They represent some of the material things for which men are willing to work. We call these things "wealth."

In a following civics period the teacher should try to have the pupils get a bird's eye view of the means by which the community provides for the production and use of wealth. A discussion of the things most in evidence in a community, outside of the purely residential districts, will make mention of stores and office buildings, of factories, of transportation lines, of people hurrying to and from or at work in their offices, factories or stores. All the people are engaged in some form of production, exchange or use of wealth.

B. Means by Which a Community Promotes Wealth

Means such as the following may be studied. The number of these to be investigated in detail will depend upon the time available and their relative importance.

Sources of Wealth.

Natural resources of our country.
Raw materials.
Men and women to work up these materials.
Manufacturing plants.
Stores and warehouses.
Railroads, steamships, and other forms of transportation.
Telegraphs, telephone, postal service, and other forms of communication.

Migration.

Transportation.
Communication.
Associations to protect travelers.
Special classes for immigrants.
Naturalization.

Voluntary organizations concerned in industry.

Boards of trade, chambers of commerce.
Associations of manufacturers, merchants, professional men.
Labor unions.
Employment bureaus.
Farm Bureau Association.

Spending and Saving.

Family budgets.
Banks—school, savings, national, postal savings.
Building and loan associations.
Insurance—Life, accident, fire.
Conservation of natural resources.

Government protection, promotion and control.

For the employer.
Tariff.
Collection of information on manufactures and trade.
Provision of port facilities.
Lighthouses and coast survey.

Patents.
Conservation of natural resources.
For the employee.
Regulation of immigration.
Regulation of hours and conditions of labor.
Workmen's compensation.
Pension systems.
For the consumer.
Regulation of public service utilities.
Operation of public service utilities.
Protection of property.
Regulation of trusts.
Prevention of fraud.

SUGGESTIVE LESSON—SOURCES OF WEALTH

The lesson on the approach to the topic of wealth will have made the pupils familiar with the definition of wealth as "all things for which men are willing to work." The pupils have already classified these under the general headings of food, clothing, shelter. The question should now be raised as to the source of all these things.

For example, the pupils will readily be able to give the source of the material which has been used in the construction of the school building and its furniture. The wood may be traced back through the cabinet maker or carpenter shop, the saw mill, the railway, the lumber camp, the forest; the iron through the foundry, the railroad, the mine, the ore. Such tracing back might be worked out for these and other materials and placed on the blackboard. With the aid of the teacher the class should be able to develop an outline which would be typical of the source of many of the things for which men are willing to work:

Sources of Wealth.

The natural resources of the community: Soil, minerals, waterpower, etc.
The raw materials from which the finished product is to be made.
The workers who are engaged at each point in the production of the desired articles.
The great systems of transportation for carrying these materials.
The mills, factories and shops where the finished products are turned out.
The stores which aid in distribution.

From the outline and the work leading up to it the pupils should be brought to see the following: First, that nature supplies us with the materials from which we make or develop those things which we need or want; second, that our own efforts and the efforts of others are necessary before either the material becomes available for use or the finished product is made possible; third, that we make use of wealth already produced, such as railroads, machines and buildings, in preparing this material so that it shall be in the form in which we can use it. Care must be taken in handling this subject that it does not become a lesson in geography. The teacher should make use of the geographic knowledge which the pupils possess in so far as it will aid in the development of the civic ideas underlying the

work. It is not intended, on the other hand, that the lesson become one in economics.

SUGGESTIVE LESSON—MIGRATION

This lesson might be begun by having the pupils tell where their parents or grandparents lived when they were boys and girls. Instances will be found of families who lived in the country or in other cities and who have moved into this city. Again, other pupils may tell of parents or grandparents who came from other countries. It will be interesting to locate on an outline map the places from which the families represented in the class came. The various causes which led these families to come should now be considered. A correlation should be made with the sixth grade study of the industries and occupations of the community. The pupils should see that there are many causes which may lead a family to migrate from one part of the country to another. They may move because of exceptional opportunity for obtaining employment or for transacting business or for securing an education.

In discussing the problem of migration the teacher should make use of the work which has been done under the topic Transportation. It is not intended that a review should be made of transportation facilities, but the pupils should realize the important part which railroads and steamships play in migration. It will be interesting to compare the way in which our ancestors came to this community with the way in which they might have come had they been living today.

The method of approach to the problem of immigration will vary with the different sections of the city or of the county or state. Where parents or children have come into the country recently the natural method would be through the story of their own experiences. When this is not the case the story of the immigration station at Ellis Island will be interesting. The pupils will understand from their knowledge of the history of our country that all our families have at some time or other been immigrants. This debt of our country to the nations of Europe should be brought out in such a way as to have the pupils develop a sympathetic attitude toward the immigrant.

It will be interesting at this point to review the definition of a community, and to consider what we must do with the immigrant if he is to take his place properly among the people of our nation. This discussion will include not only the educational opportunities which are offered to prepare an alien for citizenship, but also the successive steps in the process of naturalization. Particular attention should be given to this subject in sections of the state where there is a large foreign element.

SUGGESTIVE LESSON—VOLUNTARY ORGANIZATIONS

AIDING INDUSTRY

Pupils who are acquainted with members of labor unions or of Farm Bureau Associations may be asked to find out what they can about such organizations: how their membership is made up, the purpose of the union or association, what they do for their members, the local union of workers within a

trade, the federation of the unions. These pupils should then report to the class their finding, and be ready if possible to answer questions which other members of the class may wish to ask. The positive rather than the negative side of the work of labor associations should be emphasized. Bring out the idea of the service the organization may render the community by protecting the interests of the working man, and by raising his wages and his standard of living.

It may easily be shown that just as the workmen of the various trades join together for mutual aid, so other members of the community engaged in the production or distribution of wealth have their organizations. The local business men's association or the Farm Bureau Association, of which some of the pupils' fathers may be members, will afford an interesting point of approach. Pupils may be assigned to ask their fathers what the association is doing. They may bring to class posters, circulars or letters used by this organization to boom trade in the local stores, or to advertise the neighborhood. The step from this to the treatment of other organizations of wider scope is an easy one. Local interest should dictate the extent and character of the treatment. For example, the Chamber of Commerce is doing work for the city as a whole, such as is being done for the neighborhood by the local farmer associations. The teacher should have at hand publications of this and other community-wide organizations for the pupils to examine.

SUGGESTIVE LESSON—SPENDING AND SAVING

The pupils have had the definition of wealth and also a classification of the things which comprise it. The question may be asked as to how we get these things for which we are willing to work. In the early days men were able to produce for themselves the things which they needed. Describe the life of a pioneer settler supplying his own needs and those of his family without the aid of the outside world. Which of the tools he is using has he had to get from others before he could go off into the forest? Compare his manner of living and the wealth which he may possess with those of a man in our own community. The story of his bartering with the Indians for furs may be used to lead up to the question of trade or exchange and the medium which we use in our country today to make such business possible. The question "What is the use of money?" may now be raised. It should be a simple matter for the pupils to see that their fathers, while apparently working for a number of dollars a week, in reality are working for those things which they and their families purchase with the money they receive for their labor.

Pupils should be given some idea of the making of a family budget. It would be unwise to send them home to investigate how the money is spent, but cases may be invented by the teacher which will serve to illustrate how to plan wisely for the spending and saving of the family income. They should be made familiar with the usual division of income into rent, food, clothing, recreation, saving, benevolence, etc., and sufficient illustrations be given to have them understand the proportion which might be allotted to each.

The pupils themselves may have money which they have earned or which has been given to them, and which they wish to save. It will be interesting

to consider what a business man does with money which he has accumulated and which he does not wish to spend immediately. This money is of value only as it is being used. What will he do with it? The various answers such as "Put it in the bank at interest," "Invest it" may be used as a basis for taking up one of these subjects. Members of the class may be assigned to find out where the banks in the neighborhood are located, what types of bank they are, and something about how they do business. Pupils should be encouraged to cultivate the habit of saving. This might be done either through the school bank, if one exists, or the nearby savings banks, or postal savings.

The problem of saving from a state and national point of view might be taken up. The subject of the saving of our forests will correlate well with the geography and serve as a splendid illustration of what we are or should be doing to conserve our natural resources. A talk illustrated with lantern slides might be given by some of the pupils. A few slides carefully selected by the teacher, with a pupil assigned to talk on each as it is shown, will be valuable. Magazine articles, pictures and newspaper clippings should be collected for study and exhibition.

SUGGESTIVE LESSON--GOVERNMENTAL PROTECTION, PROMOTION AND CONTROL

All through the previous lessons on wealth the teacher will have found opportunities to show the government at work in connection with the business life of the community. At this point it will be well to center the attention of the class for a time upon this governmental activity. It will be seen that the business of the community is dependent upon the government for its success, because the government gives protection and guidance; and also that the people are dependent upon the government to regulate business if the best interests of all are to be served alike.

Consideration may be given to the assistance which the government extends to all three classes: employer, employee, and consumer. In response to the question "What does the government do to aid the employer?" the pupils may make mention of such governmental activities as the supervision of banks, the collection of information on manufactures and trade, distribution of farm and crop bulletins, the protectioin to manufactures given by the tariff, and the provision of carrying facilities. A few of the ways in which the government of community or city, state or nation aids the employer should be discussed in detail so that the pupils may have a definite idea of what they mean.

In response to the question "What does the government do to aid the employee?" the pupils may make mention of such governmental activities as factory and mine legislation, workmen's compensation, and the control of immigration. A few of the ways in which the government of the community or city, state or nation aids the employee should be discussed in detail so that the pupils may have a definite idea of what they mean.

In response to the question "What does the government do to aid the consumer?" the pupils may make mention of such governmental activities as pure food and drug acts, anti-trust laws, and laws regulating state and

interstate commerce. These or other instances should be discussed as suggested above. In all of this discussion the teacher should make use whenever possible of the governmental activities studied under previous topics and show their relation to the topic of wealth.

SUGGESTIVE LESSON—SUMMARY OF GOVERNMENTAL AGENCIES FOR WEALTH

At the close of the series of lessons on the means for wealth the teacher should develop with the class a blackboard outline which will show the machinery of government which helps to secure this element of welfare. This outline should not be nearly so elaborate as the one indicated below, the detail there presented being merely for the information and guidance of the teacher.

TOWNSHIP	COUNTY	CITY	STATE	NATION
Constable Good Roads Law and order Justice's court Board of Health	Sheriff Paved roads Law and order District court Board of Health	Mayor Street Commissioner Police department Municipal court Board of Health	Governor Commissioner Highways Animal Health Forests Dairy and Food Industrial Insurance Banking Fish and game Railroads, Etc. (See Iowa Official Register)	President State Department Diplomatic and Consular Service Treasury Department Secret Service Internal Revenue Post Office Interior Gov. Land Office Pension Office Reclamation Service Geological Survey Patent Office Agriculture Bureau of Animal Industry Bureau of Plant Industry. Bureau of Soils Bureau of Entomology Bureau of Biological Survey Forest Service Weather Bureau Commerce Bureau of Corporations Bureau of Foreign and Domestic Commerce Bureau of Lighthouses Bureau of Navigation Steamboat Inspection Service Coast and Geodetic Survey Labor Bureau of Immigration Bureau of Naturalization Bureau of Labor Statistics Boards and Commissions Interstate Commerce Commission Trade Commission Federal Reserve Board Tariff Commission

C. Responsibility of the Citizen

As the various agencies are being studied the teacher should strive to impress the pupils with the obligation resting upon every individual to be self-sustaining by his own work, and to participate efficiently in the economic life of the world. They should be impressed with the necessity of choosing a vocation wisely and of adequate preparation for it.

The business and industrial relations of the world are founded largely upon confidence. This is the basis of credit. Inefficiency or dishonesty in one employee or in one employer tends to undermine confidence in all employees and employers.

Opportunity for the highest type of good citizenship is more abundant in business than in almost any other department of life, partly because business occupies so large a portion of the citizen's time and attention, but also because real devotion to the public welfare so often demands large sacrifices of apparent personal interests.

REVIEW OF THE ORGANIZATION OF THE EXECUTIVE BRANCH OF GOVERNMENT—TOWNSHIP, COUNTY, CITY, STATE, NATION

The work of the seventh and eighth grades up to this point has attempted to cover the various elements of welfare in such a way that the pupils should be familiar with what is being done by the community in an organized way to achieve each of these ends. It is now time for the pupils to see how the township, county, city, state and nation are organized, as separate political entities, to help secure the various elements of welfare.

The elements of welfare so far studied may be written side by side across the blackboard. The answers to the question "How do the people of our community in an organized way attain these elements of welfare?" will make mention of officers, bureaus, commissioners and departments of the executive branch of the government. It is not necessary to go into the details of the different officers, bureaus, etc., although a little may be acceptable to freshen the pupil's mind as to the relation of these different authorities. The outline would then appear something as the following:

FOR HEALTH

Township	County	City	State	Nation

FOR PROTECTION OF LIFE AND PROPERTY

Township	County	City	State	Nation

FOR RECREATION

Township	County	City	State	Nation

FOR CIVIC BEAUTY

Township	County	City	State	Nation

FOR TRANSPORTATION

Township	County	City	State	Nation

FOR WEALTH

Township	County	City	State	Nation

The pupils should see the relation of all this machinery to the elements of welfare. We desire health, protection of life and property, recreation, civic beauty, transportation, etc., but are unable unaided to get these things for ourselves. We therefore select persons whom we hold responsible to get these things for us.

CHARITIES

Introduction. Charities are necessitated by the inability or the failure of some individuals to secure for themselves the elements of welfare, either because of defects or inefficiency on their own part, or because of imperfections in social organizations. The term charities has come to include not only the care of those who are dependent, but also the efforts of society to reduce the causes of dependence.

SUGGESTIVE LESSON—APPROACH

A. Approach to the Topic

A story may be told by the teacher of some one in want who has applied for assistance. The pupils will probably be able to follow this with stories about beggars whom they have seen. As each story is told, the pupil should state the reason which the beggar gave for begging. As the various causes for dependency are mentioned they should be placed on the blackboard. They may later be classified somewhat as follows:

Sickness.
Physical defects, such as blindness or deafness.
Accidents.
Loss of bread-winner.
Lack of employment.
Lack of skill.
Insufficient wages.
Laziness.
Shiftlessness.

The pupils should be led to see that there are different groups of people who are dependent on the community. First, there is the group of men and women who are willing to work but through some misfortune or accident are unable to support themselves. Second, there is the group of men and women who are able to work but because of lack of skill, or irregularity of employment, are unable to earn enough to be self-supporting. Third, there is the group of men and women who are able to work but who are unwilling to put forth the effort and prefer to be cared for by others. The first group must be cared for permanently; the second must be assisted temporarily and restored to economic independence; the third should be compelled to become self-supporting.

The question may now be raised whether there are people not mentioned in the list who have to be supported by the community. Children and some old people are dependent upon others to support them, but we do not consider these as being objects of charity. When, however, they do not have relatives to keep them it is necessary for the community to take care of them.

The question may next be raised as to what we are doing for these people about whom we have been talking. After suggestions have been offered by the class, the teacher might have the pupils go through the causes of dependency and develop a list of the agencies which the community has established to meet this problem.

B. Means by Which the Community Provides for Charity

Means such as the following may be studied. The number of these to be investigated in detail will depend upon the time available and their relative importance.

Private.
- Voluntary charitable organizations.
- Churches.
- Fraternal organizations.
- Settlements.
- Relief and social-service departments of business corporations.
- Schools of philanthropy.
- Philanthropic foundations.

Public.
- County, city and state institutions for dependents and defectives.
- County, city and state departments for charity.
- Township, county and city courts.
- Mothers' pensions.
- Employment bureaus.

SUGGESTIVE LESSON—VOLUNTARY CHARITABLE ORGANIZATIONS

In the lesson on the approach to the topic a number of instances will have been mentioned of persons who have applied for assistance. The teacher should select from these a few of the cases which will best serve as illustrations. Taking one case at a time let the pupils consider it and decide as to the best way of doing the greatest amount of good to the person involved. For example, a child may have come to our door begging for bread. We are interested enough to be really willing to help her. Suppose we find out where she lives and pay a visit to her home. It may be that the father has been thrown out of work through sickness or some other reason, and that he is willing to work but has been unable to secure a position. Or, again, the father may have died and left the mother and little ones without any means of support. Or, the parents may be able to work but prefer the apparently easier way of letting the little girl beg for their food. These and many other possibilities may be suggested by the class.

It will be seen that the problem is not so simple as it seemed at first. The mere giving of a piece of bread or a few pennies certainly will not suffice to settle so complicated a problem. Food and other necessities may have to be provided until the family can earn money to buy them for themselves. But then must follow a careful study of the family resources to find what relatives or what church or fraternal organization may be appealed to and what work may be found for the adult members of the family. In some

cases it may be necessary to counsel with them, giving them new ideas and a new sense of responsibility. All this requires time. The rehabilitation of a home may be the work of one, two or more years. How many of us have either the time, the money, the influence or the wisdom to handle all these questions and to guide the affairs of this family in distress to a successful conclusion? What then can we do when cases of real need are brought to our attention and we wish to help these poor people and not merely to salve our conscience with the giving of a few pennies?

The helplessness of the individual in the face of these and many other even more difficult problems will be evident. The pupils are now ready for the story of how the community organizes itself to get the results which we have just seen to be desirable. If any of the pupils are familiar with a charitable society they might be called on to tell about its methods. This account may be of the work of some organization other than those which are community-wide in their scope. If such is the case, the teacher will be able by means of questions to bring out the fact that while the smaller organization may be able to render much service it will do its best work only when it co-operates with the larger organizations. Reports of the principal charitable societies would be valuable as showing the extent of the work of these various organizations.

SUGGESTIVE LESSON—CHARITIES

The previous lessons will have brought out the need of charity and the importance of wise charity. In the course of these lessons most of the community institutions will probably have been mentioned and the distinction made between private and public charities. The teacher might now try to assemble this information in answer to the question "What does your community do to care for those who cannot help themselves?" The replies given by the pupils will probably include most of the agencies which may then be placed upon the blackboard under their correct names. It is desirable that the teacher should have visited the local institutions, for only in that way can one secure an appreciation of our problems in the care of dependents. The teacher should show the location of these institutions, as they are mentioned, on a map of the city.

At this point the pupils may be asked to name the various classes of dependents who have to be cared for by the community. The classification will be somewhat as follows:

The sick.
The insane.
The feeble-minded.
Children.
Old people.

The teacher may then ask "Why is it desirable that these classes of dependents should be cared for in separate places?" "Which of them could be better cared for in a country environment?"

The class will be interested in the social service work of the charity organization, especially the part which has to do with the placing out in families of the children who have been left to the community's care.

SUGGESTIVE LESSON—SUMMARY OF GOVERNMENTAL AGENCIES FOR CHARITIES

At the close of the series of lessons on the means for charities the teacher should develop with the class a blackboard outline which will show the machinery of government which helps to secure this element of welfare.

FOR CHARITIES

Township—Board of Trustees.

County—Board of Supervisors, County Farm, Hospitals (Private Organizations).

City—Council, Secretary of Charities, Hospitals (Private Organizations).

State—Board of Health, Soldiers' Home, Orphans' Home, State Hospitals.

Nation—Legislation by Congress.

C. Responsibility of the Citizen

A proper sympathy for the unfortunate should be developed, but with an understanding that we must not let our emotions lead us to doing an unkindness to the one whom we wish to help. Therefore the danger of indiscriminate giving, which only pauperizes the recipient, should be impressed on the pupils. The class should know that there are right and wrong ways of giving; and that improper giving, instead of helping the one it is intended to help tends to pauperize and make an already bad condition worse. The pupils should realize that the problem of poverty is an extremely complicated one, requiring the services of a trained worker, just as a case of illness requires a physician. The study of the agencies which are attacking these problems constructively should lead to a proper understanding and sympathy with their work and a willingness to co-operate with them.

CORRECTION

Introduction. The study of community civics to this point should have made clear the necessity for order in the community. That is, there must be rules and regulations to which all must conform if community life is to run smoothly and if the interests of each citizen are to be safeguarded.

There are always some, however, who for one reason or another do not conform to the rules which the community as a whole has agreed upon. Such individuals, or groups of individuals, are sources of disorder and threaten the rights of others. The question therefore arises "What should the community do with such individuals?"

Until very recently the idea of punishment predominated in the treatment of offenders. Punishment still holds a prominent place, but the tendency now is to try to transform the offender into an orderly and efficient member of the community. Punishment may still be necessary in many cases, but it is losing its vengeful character, and is becoming more and more preventive and correctional.

SUGGESTIVE LESSON—APPROACH

A. Approach to the Topic

In the treatment of certain elements of welfare which have already been studied, the pupils will have become acquainted with the constable and

police force of the community as an important part of the law-enforcing branch of the government. In considering this arm of the law in such topics as Health and Protection of life and property the positive or more constructive part of the police work will have been brought out. A brief consideration of this phase of the policeman's activity might be followed by having the pupils talk about the work of the police and the constable as they come in contact with those who break the law.

The teacher might tell briefly the story of the handling of offenders against the law in the past, and show that there was no distinction made on the basis of either age or offense. The fact should be brought out that the community has come to realize the evils of the older methods and is providing better ways of dealing with offenders. When the pupils are aware of the means which exist for the handling of each class of cases they should tell about them. The means mentioned might then be listed on the blackboard.

B. Means by Which the Community Provides for Correction

Means such as the following may be studied. The number of these to be investigated in detail will depend upon the time available and their relative importance.

For adults
- Courts
- Prisons
- Labor colonies.

For children
- Juvenile courts
- Reform schools and reformatories
- Probation.

Prison reform associations.

Prisoners' aid associations.

SUGGESTIVE LESSON—TREATMENT OF ADULT DELINQUENTS

Let the pupils tell what is done with an offender against the law after he is arrested. They will give varying accounts from their general information, more or less correct. By piecing together their contributions and asking more questions the teacher can build up a fairly clear idea of the community courts. They will confuse the regular courts and the justices' courts at first. After the distinction is understood the teacher may let them discuss first the justices' courts, as they are the simpler. It should be made clear in what kinds of cases these courts have power to sentence, and in what kinds of cases they must remand the offender for a further trial. The cases held for trial lead to the further consideration of the criminal courts. In this connection the teacher would do well to outline the steps in a criminal trial, making clear the distinction between a criminal and a civil case.

Before leaving the subject of the courts the teacher should refer to state and national courts, explaining their respective jurisdictions.

Next will come the inquiry as to the prisons to which offenders may be

committed. They are—town or city jail, county jail, reform schools, state reformatories, penitentiaries.

The question may be raised "Why does the community send offenders to prison?" The probable answers will be "To punish them" or "To protect us from them." The teacher should then ask "If the community needs to be protected from these dangerous people, is that object accomplished merely by locking them up for a while and then turning them loose on the community again?" The class may suggest that the prisons should make the criminals better men and women, if possible, and help to start them as useful citizens when they are released. As means to this end the pupils may suggest work and education. The teacher should dwell upon the need for work and recreation in order that the prisoners may remain healthy and return to the community better citizens. The use of probation and of the indeterminate sentence and parole should be explained. The teacher may talk over with the pupils the work of prisoners' aid associations in helping the men or women to start in life again after release, thus preventing their return to a life of crime.

SUGGESTIVE LESSON—TREATMENT OF JUVENILE DELINQUENTS

The subject of juvenile delinquency is one which will require careful treatment in a class of young pupils. Therefore it will be best for the teacher to handle it rather than to leave it open to free discussion by the class. The teacher should describe the Juvenile court and the Reform schools, preferably after having made a visit to them. A story may be told of a real case of a child taken before the court, mentioning no names, but showing the operation of the court and of the system of probation. The need for such a separate court should be made clear. Children often break the law through lack of knowledge and judgment; therefore the community is interested in seeing that they are properly dealt with in order to prevent them from becoming real criminals.

The teacher will handle the subject of reform schools with much more sympathy after having visited such institutions. The pupils should know which institutions are provided by the state and which by private agencies. Emphasis should be given to the fact that these institutions are not prisons, but places for the training of young people to be useful citizens.

SUGGESTIVE LESSON—SUMMARY OF GOVERNMENTAL AGENCIES FOR CORRECTION

At the close of the series of lessons on the means for correction the teacher should develop with the class a blackboard outline which will show the machinery of government which helps to secure this element of welfare.

FOR CORRECTION

Township—Constable, Justices' court.
City—Police, Municipal courts, jail.
County—Sheriff, District courts, jail.
State—Governor, District courts, Reform schools, Board of pardons and parole, Indeterminate sentence.

Nation—United States Marshals, U. S. District courts, Federal penitentiaries, Pardon by President.

C. Responsibility of the Citizen

The good citizen will be careful to take the right attitude toward those who are accused of having broken the law. In the first place, he will not come to the conclusion that a person is guilty until he has been proven so. In the second place, he will be anxious to understand the causes or motives that have led to the wrong doing, and though he may not condone the evil he will be charitable in his judgment. Finally, he will be willing to lend a helping hand to any who have served imprisonment and who really desire to become normal members of society.

HOW OUR LAWS ARE MADE

Introduction. In considering the various elements of welfare frequent reference has been made to laws. Hence the pupils may be supposed to know in a general way what laws are. This information, however, has come as incidental to the study of the machinery of the executive branch of the government. It is intended at this point to make a study of the process of law-making. The object of this section of the work is to develop in the pupils an intelligent and sympathetic attitude with respect to the laws of the community and a willingness to co-operate in their enforcement.

SUGGESTIVE LESSON—APPROACH

A. Approach to the Topic

The pupils will be familiar with the effort which the community is making to attain the various elements of welfare. City ordinances, state and national laws will have been mentioned from time to time and the method of their enforcement studied. The teacher should make sure that the pupils understand that a law is the expressed—formulated—will of the people.

The idea of the necessity for laws should now be reviewed. The pupils will be able to give illustrations of the impossibility of playing even a simple game unless the players know and abide by the rules. So in the game of life, in which people are striving for health, for the protection of life and property, and for the other elements of welfare we must abide by rules and laws. For example, the pupils have seen in their study of pure air, the first subject under Health, that we cannot breathe pure air without the co-operation of our neighbors, so we must play the game together. In this way the idea of the necessity for laws may be built up. It will be discovered that they have grown out of the experience of the community.

Now comes the question "How are these laws actually made?" The pupils will be able to give illustrations of laws which they have to obey—for example, the regulations of the home and the school. They will be able to tell who makes such regulations and in many instances why they are made. Some of the boys may be able to tell how the rules for such games as baseball, basketball or football are made. The teacher should now turn the attention of the class to the question "How do we get those laws which all members of the community are required to obey?" The answer will

be "Through the work of the township trustees, the county supervisors, the city councils, the state legislature and congress." The idea of a representative government should now be developed. The thought should be brought out that all the people cannot come together and express their will, and that therefore some form of representation must be used.

B. Means by which the Community Provides for the Making of Laws

Means such as the following may be studied. The number of these to be investigated in detail will depend upon the time available and their relative importance.

Private organizations.
Legislative bodies—
  Township trustees.
  County supervisors.
  Town and city councils.
  State legislatures.
  Congress.
The Executive.
The courts.
Constitutional conventions.
  State.
  National.

SUGGESTIVE LESSON—HOW OUR LAWS ARE MADE

If some form of class organization exists, it might be made to serve as an introduction of this study. The school athletic association or the debating society might also be used for this purpose. If no such organizations exist, there will most likely be found pupils who belong to societies outside the school. The teacher might have the pupils tell something of the way in which the organization with which they are familiar does its work. The discussion which follows will include such matters of parliamentary procedure as a resolution, how it is presented, the vote upon it, how it is passed or lost, and the term "majority." The pupils will see that such procedure is necessary if the community, the class or the organization, is to formulate its will.

The organization of the township trustees as a legislative body may be briefly discussed. It consists of three men, one of whom is chairman. The trustees enact rules or laws for the township in so far as they are given power by the state legislature. Their duties as legislators are very few and of simple nature.

The legislative powers of the county supervisors are slightly larger than are those of the township trustees, but the laws of the county, like those of the township are made by the state legislature. The county supervisors organize and choose a chairman. The secretary of the board of supervisors is the county auditor. The supervisors may legislate on details of county matters, such as locating public highways, appropriating money for county buildings, etc.

Attention should now be turned to a wider community—the city. The question should now be asked "How does the city formulate its will?" The pupils are already familiar with the council as the law-making body of the city; and they should find out by inquiry the qualifications and terms of office of councilmen, and the names of the men who represent their ward. The method by which the laws—ordinances—of the city are made may best be illustrated by following some measure of local interest in its journey through the council until it becomes a law. The teacher should tell briefly the story of how the interest of the community is aroused in some needed improvement, often through the efforts of some private organization such as a business men's association. The progress of the bill or resolution should then be followed, from the time a councilman agrees to introduce it, through the various steps which must be taken—including its consideration in committee, the three readings and debate, the final vote, and its signing by the Mayor. This explanation should be as simple as possible and then given in such a way that the pupils will be able to understand what the council is doing. The impossibility of thorough study and discussion, by the whole body, of the numerous bills which are presented, and the necessity for such study and consideration in special committees, should be shown. Much interest will be added to this work if the pupils know that it will enable them to understand what is going on in the council when they visit such body.

At this point, if possible, a visit should be made to see the council in session. The teacher should make all necessary arrangements in advance. On this same trip advantage may be taken of the opportunity afforded to visit the office of the Mayor and one of the court rooms.

In the civics period next following the visit, the class should be organized into a council. Bills on matters of local interest prepared by selected pupils, assisted by the teacher, should be presented, and the class should go through the procedure of passing them. This may even be carried out to the point of referring to committees. If the bills when passed are referred to the teacher, who may be asked to act as Mayor, it will add interest to the procedure. Not more than two periods should be used for this purpose, and in most instances one will be found sufficient. It is intended that the method of law-making in the city be treated in enough detail to permit its being used as a type to which reference may be made when legislation in the state and the nation is taken up.

In the treatment of the state legislature—the general assembly—the teacher should refer to the city council and show how the method of passing legislation follows a parallel course. If time permits, the class may be organized into one of the state legislative bodies and pass on some matter of state interest. The teacher should call attention to the fact that the bulk of our legislation is by the state. A review of the laws already considered under the various elements of welfare will serve to show the importance of state legislation. Among recent laws mention should be made of the child labor law, the workmen's compensation law, the widowed mothers' pension law, and factory legislation. The pupils should become familiar with the names of the men who represent them in the state legislature.

In considering how our nation makes its laws it will be well to follow some topic of current interest which is being considered in Congress and discussed by the newspapers. The organization of Congress should be found by reference to the Constitution. The Senate and the House of Representatives should be compared to the Houses of the State Legislature. Pupils should know the name of the representative in Congress from their own congressional district and the names of the senators from Iowa. The pupils should compare the type of subjects legislated on by Congress with that by the Legislature. In making this comparison reference should be made to the powers of Congress as enumerated in the Constitution. Much interest will be added to this work if constant use is made of newspapers, magazine articles and a class bulletin board.

At the close of this study the teachers should see that the pupils understand how city, state and nation work together in the matter of legislation. From the comparison of the kinds of matters legislated upon by the three governments the pupils should see that each has its own field of work. The idea that they supplement each other without conflicting should be developed. By referring to the constitution the pupils will discover that powers not granted by the constitution to the nation are reserved to the states. The city should be seen as the creature of the state, deriving its powers from the state, such powers being specified in the city charter.

The part which the chief executive plays in legislation, by signing or vetoing a bill, will have been brought out in the study of the passage of a bill. The pupils should understand, in addition to this, how the executive initiates legislation. Parts of recent messages of President, Governor or Mayor should be read by the pupils. The class should see how the executive, representing the entire community, has a breadth of view which enables him wisely to advise the legislative body as to needed legislation.

The pupils will be familiar from their study of history with the story of the Constitutional Convention of 1787. It should be explained that this, together with the subsequent ratification by the states, was the method of making the supreme law of the land. Reference should then be made to the amendments to the constitution and the method of amending should be read and explained with reference to the thirteenth, fourteenth, fifteenth, sixteenth, seventeenth, eighteenth and nineteenth amendments.

SUGGESTIVE LESSON—FINANCIAL POWERS OF THE LEGISLATIVE BRANCH

Almost any one of the laws which have been used as illustrations of lawmaking will serve also to call attention to the taxing power of the legislative branch. Let us assume that the most recent child labor law has been under discussion. By asking how the law provides for its own enforcement the teacher will bring out the fact that the Commissioner of Labor at Des Moines is obliged by the law to maintain inspectors to enforce the law. This will lead to the inquiry as to where the salaries of the inspectors come from, and to the discovery that the legislature must appropriate the money for this purpose, It will be seen that appropriation bills are a large and important part of the legislative program,

particularly toward the end of the session, when provision must be made for the expenses of the next two years.

It would be interesting to look up the amount of money appropriated by the last session of the legislature, by the last session of congress, and by the city council for the preceding year, and to note the main items for which the money was to be used. By the time the lesson has proceeded this far some pupil will be ready to inquire where all this money comes from. Most of the class will have heard of taxes, and the teacher may lead them to suggest many kinds of taxes. Among these will be a number which are familiar to all, such as those represented by the poll tax receipt, the real estate tax receipt, the stamp on the bottle of perfumery, the excise stamp on the box of cigars, the license tag on the automobile, and the license tag on the vender's cart. It is not intended that an exhaustive list of taxes should be made, but that examples should be secured of several kinds. It is important to bring out by comparison the different fields of taxation open to three different governments, with the reason for this division. Preference should also be made to the funds raised and expended by the Board of Education for the support of the public schools.

If the teacher thinks it wise, the meaning of the word "budget" as applied to government appropriations may be explained. In the fall term the discussions in the newspapers over the framing of the city budget for the next year will furnish good material for the class work. If the class is so fortunate as to make its visit to the city council in the fall, matters of taxation are quite likely to be the theme of discussion. The pupils may be asked to recall incidents in their study of history which illustrate the importance of taxation as a political issue, and to try to find out the reasons why people have always been so concerned over taxation. It will be seen that the representatives of the people have been able to exercise a great deal of control over the executive branch of the government by their power to give or withhold appropriations. So the people have always been jealous lest that power should be lost.

The pupils will be impressed with the large amount of money expended by city, state and nation. It will be easy then to start a discussion on the question "Do the people get their money's worth for all this expenditure?" This discussion is likely to lead to a partial enumeration of the services performed by the government in securing for us the elements of welfare, and to a consideration of the value of these services.

The next question would naturally be "Should tax-payers object to any increase in the taxes?" The replies should bring out the point that this depends upon the use that is made of the money. If the expenditure brings benefits, then it will be a good investment for the tax-payer. If it is wasted, then the tax-payer has a right to object.

C. Responsibility of the Citizen

The laws which a community possesses reflect the character of its citizens. The people must keep constantly before their representatives what they themselves want. This is usually done through private organizations which employ experts to draft bills and persuade members of the legislative bodies to introduce them and see them through. These organiza-

tions must also educate the public to demand the new legislation by distributing pamphlets, holding meetings and getting publicity in the newspapers. When the legislators feel that public opinion demands a thing they are likely to pay attention. A good example of how private organizations have been able to arouse public opinion and focus it on the legislature may be found in the enactment of child labor legislation. The duty of the citizen is to become a member of some active association which is working for the good of the community and help it in every way he or she can.

The duty of seeing that good laws are passed is occasional, and has to be left mostly to adults, but we all have the duty of obeying the laws after they are passed. The pupil who belongs to a club will realize that when a rule has been passed by a majority vote the loyal member always obeys it, even if he voted on the other side. So the laws passed by our representatives should be carried out, for these laws must be assumed to express the will of the majority of the community. A good illustration of a failure to realize this duty to obey the laws may be found in the habitual disregard of the ordinance of a council which forbids the littering of the streets. In this matter many otherwise good citizens seem to forget that the ordinance is for the benefit of the community of which they themselves are members.

PARTY GOVERNMENT

Introduction. All our government, whether of city, state or nation, is through political parties. These parties have grown out of certain great problems which have confronted our people, such as the tariff, slavery, labor or prohibition.

Within the smaller communities these problems may be of a purely local character, in which case a local party may be formed. In national affairs, however, it is only when a problem is of nation-wide importance that we find a national political party. The teacher should have the pupils see that a common interest in a cause brings people of like views together, and that to have a legislative body which will formulate their will and an executive who will enforce it they are compelled to unite. Such union produces the political party.

SUGGESTIVE LESSON—APPROACH

A. Approach to the Topic

Following instructions given elsewhere in the course the teacher will have presented to the class the story of elections at the time an election was being held. The pupils may therefore be supposed to have been introduced to this subject. A few questions will suffice to bring out what is done at an election and the names of the more important political parties. The teacher might then raise the question "Why do we have political parties?" The answer may be found by referring to the history with which the pupils are familiar and having them tell how the first political parties, the Federalist and the Anti-Federalist, grew out of conflicting views on the interpretation of the constitution. By further questioning, the teacher should develop the idea that all our political parties have originated in

differences of opinion among the people concerning topics of importance or the relative value of topics before the people. For example, people are divided in their attitude toward the tariff. If they are to have the sort of tariff they want they must see that the members of Congress who favor their view are in the majority, so that laws will be made accordingly. They must also see that the President is a man who is favorable to their view and will approve when Congress passes bills to this intent. In order to do all this they must put aside personal feeling and agree, for instance in the case of the President, to unite in their efforts to elect a certain man, while in each congressional district they must work together to elect a congressman who will properly represent them on this issue.

It is impossible for all the people who hold the same view to get together and decide who shall represent them. It therefore becomes necessary for some to acquiesce in the choice, by others, of the candidates and to delegate to others the management of the campaign. This means party machinery, and it is through such machinery that our country is governed.

B. Means by Which the Community Provides for Party Government

Means such as the following may be studied. The number of these to be investigated in detail will depend upon the time available and their relative importance.

Party organization
- Township committee.
- Ward committee.
- City committee.
- County committee.
- State committee
- National committee.
- Caucus.
- National nominating convention.
- Political clubs.
- The campaign.

Election machinery
- Personal registration.
- Party enrollment.
- Nomination petition.
- Primary election.
- General election.
- Election officers.
- Ballots.
- Counting the vote.

SUGGESTIVE LESSON—PARTY ORGANIZATION

In the lesson on the approach to the topic of party government the pupils have become familiar with the reason for the existence of political parties and what they are striving to do. An interesting approach to the question of party organization might be made by dividing the class into committees to investigate certain topics and report to the class. One group might make on the blackboard a map of the neighborhood and locate on it the

polling places. This map with the accompanying report will bring out the idea of the election district or precinct. Another group composed of pupils representing different precincts might report on the names of the workers of the various parties in their respective districts. To another group might be assigned the problem of finding out about the ward committees or township committees of the principal parties and the work done by them. The names of any members of these committees whom the pupils know will be interesting. To another group might be assigned the subject of political clubs and their work. The teacher should act simply as a guide while these reports are being made. By comparison the teacher will be able to show readily the organization and work of the state and national committees.

The story of the nomination of the President and Vice-President in the national nominating convention should be graphically told. Newspaper files of nominating conventions will add much interest to the work. Such reports should be collected when available and filed away for future use. Mention should be made of the party platform. It will be found interesting to follow the newspapers to see how the party in power is keeping to its platform and campaign pledges. The story of the campaign should be told with reference to previous ones mentioned in history. During the campaign, pictures of the candidates, together with proper campaign literature and cartoons, will add much to the interest of the work. As occasion offers, the story of the nomination of a governor or a mayor should be taught. In all this work the teacher must maintain a position of strict neutrality.

SUGGESTIVE LESSON—ELECTION MACHINERY

The time for the study of elections and election machinery is at election time. When such an event is taking place it is recommended that the teacher whether of the seventh or the eighth grade, shall sidetrack temporarily the topic under consideration to take up with the class the subject of elections.

In the seventh grade this should be treated as any other matter of current interest. On a registration day, and on the day of primary or a general election, the teacher should tell the class what is going on. From specimen ballots at election time the pupils should find out what positions are being filled. The teacher should develop with the class the part which these officials will play, when elected, in aiding the community to achieve the elements of welfare which the class has already studied.

In the eighth grade this work should be treated in detail. The most interesting way of doing this is to have the pupils act out the process of registration and election. At the time for registration the teacher should explain to the class the plan of personal registration as we have it in Iowa, and the qualifications which one must have in order to be allowed to register and vote. The reasons for such personal registration should be made clear. The class should then act out the process. A group of pupils should be selected to serve as registrars. The members of the class should then go through the process of registering. The record of registration should be kept for use at the time of the election. The teacher should discuss the question of enrollment, and show that it is

necessary to enroll with some political party if we are to vote on the ticket of that party at the primary election.

At the time of the election the pupils should be encouraged to secure from their parents or other voters copies of the specimen ballots. At the primary election the teacher should show with the aid of ballots that each party is selecting its candidates, whose names are to appear on the ballot at the general election. If sufficient copies of specimen ballots can be obtained the primary election might be acted out, following in a general way the method described below for a general election. Emphasis should be placed on the importance of every voter participating intelligently in the primary election.

On the day of the general election the school should be organized into an election district. Election officers who have been elected at the primary, if possible, should conduct the election. They should be supplied with the specimen ballots brought in by the members of the class and with the registration records. The pupils should come to the desk around which the election officers are seated, secure their ballots, mark them and deposit them in the ballot-box. The waste paper basket may be made to serve this purpose quite well. The votes might then be counted and the result of the election placed on the board. Before the vote is cast the teacher should explain how the ballots are marked. The pupils should understand how one may either vote a straight ticket or scratched ballot. The teacher should emphasize the fact that an error in marking the ballot results in its being thrown out and the vote lost. The pupils should see that the exercise of the suffrage is both a privilege and a duty.

C. Responsibility of the Citizen

As the course started in the first grade with the individual so it must return to the individual as the source of all governmental power. Every service rendered, every element of welfare obtained, has been for the individuals who together comprise the community, whether of home or of nation. Moreover, all that has been accomplished for the welfare of the whole has been the result of the collective efforts of individuals. In last analysis each member of the group shares the responsibility for all conditions which exist, whether good or evil, over which he has any measure of control. The character of the government and the nature of its acts are determined by the will of the people. It is on the ballot that the citizen must rely in so small degree to formulate this will. This being true, there is no phase of civic instruction which should be driven home with greater forcefulness than the necessity for intelligent, faithful service to the community through the exercise of the suffrage.

Pupils in seventh and eighth grades will find interest and valuable information in the study of the life and character of great American leaders. The teacher ought to assign to each member of the class one of the following statesmen as the subject of a written essay, or the topic for a ten minute talk. In the preparation of such topic it will be well to follow some such plan of procedure as the following:

Date and place of birth.

Early life and surroundings.

Early education and training.
Experience in public life and office holding.
His official acts of prominence.
His contribution to American institutions.

William Penn	Horace Greeley
Benj. Franklin	James G. Blaine
Patrick Henry	Samuel J. Tilden
John Adams	Grover Cleveland
George Washington	John Hay
Thomas Jefferson	Theodore Roosevelt
James Madison	Lucretia Mott
John Marshall	Harriett Beecher Stowe
Andrew Jackson	Susan B. Anthony
Abraham Lincoln	Anna Howard Shaw

AIDS IN TEACHING CIVICS

The laboratory method of teaching civics and citizenship will soon become as popular as a means of handling those subjects as it has already become in the teaching of science. The time is past when a teacher was able to satisfy the requirements of civics teaching from a simple text with a few set questions at the close of each chapter.

The lists of text-books and reference books here given, have been carefully selected and furnish material for completing the outline preceding. The committee preparing this course in Citizenship, urges directors and school boards to co-operate with the teacher and superintendent in placing these books and helps in the school library where both teacher and pupils may have daily access to them. In fact it is absolutely necessary that the more important books here listed be placed in the school rooms as soon as the course of study is taken up by the teacher with the class. The teaching of citizenship will be a failure if the old methods of mere text-book questions and answers is continued in our public schools. Both teachers and pupils must have materials with which to work.

The teaching of *citizenship* is the greatest problem in the public schools today. To make good citizens is the whole aim and purpose of public education. The people of Iowa are paying higher taxes for the support of public education than ever before—surely they have a right to expect the schools to give to the communities in which they live, a better trained citizenship than ever before. This can only be the result of the best equipped schools with the best possible trained teachers. By all means, let us supply the schools with the necessary books for the teaching of citizenship.

REFERENCE BOOKS AND TEXT BOOKS IN AMERICAN CITIZENSHIP IN THE GRADES

For the Primary Grades.

1. Aesops Fables, V. S. Jones. Doubleday, Page & Co., New York.
2. Aldine Readers, Spaulding & Bryce. Newson & Co., New York.
3. Baldwin & Bender Readers, Expressive Readers. American Book Co., Chicago, Ill.
4. First Year Music, Hollis Dann. American Book Co., Chicago, Ill.
5. Wide Awake Readers, C. Murray. Little Brown & Co., Boston, Mass.
6. Modern Health Crusade. Iowa Tuberculosis Association, Des Moines, Iowa.
7. Rural School Bulletin. U. S. Bureau of Education, Washington, D. C.
8. Book of Fables & Folk Stories, Horace E. Scudder. Houghton, Mifflin & Co., Boston.
9. Games for Home, Schoolroom and Playground, Jessie Bancroft. Macmillan Co., New York.
10. Physical Training for Elementary Schools, Lydia Clark. Benj. Sanborn Co., Chicago, Ill.
11. Folk Dances and Singing Games, E. Burchard. G. Schirmer Co., New York.
12. Popular Folk Games and Dances. A. Flanagan Co., Chicago, Ill.
13. Training in Courtesy. Bulletin No. 54, Department of Interior, Washington, D. C.
14. Natural Method Readers, McManus & Haaren, 1917. Scribners Sons Co., New York.
15. Winston Readers, Firman and Maltby. Winston Co., Philadelphia, Penn.
16. Songs of Happiness, C. S. Bailey. Milton Bradley Co., Springfield, Mass.
17. The Children's Year, Grace Wilbur Conant. Milton Bradley Co., Springfield, Mass.
18. What To Do for Uncle Sam, C. S. Bailey. A. Flanagan Co., Chicago, Ill.
19. For the Children's Hour, C. S. Bailey. Milton Bradley Co., Springfield, Mass.
20. Kindergarten Stories, Sara E. Wiltse. Ginn & Co., Chicago, Ill.
21. Mother Stories, Maud M. Lindsay. Lothrop, Lee & Shepherd Co., Boston.
22. Horace Mann Readers, Hervey and Hix. Longmans, Green & Co., New York.
23. Jones Readers, Lewis Henry Jones. Ginn & Co., Boston, Mass.
24. Young American Readers, Jayne E. Fryer. John C. Winston Co., Chicago, Ill.
25. Lessons in Americanism, Martin J. Wade, 1920. J. B. Lippincott Co., Philadelphia, Penn.
26. Home and Country Readers, Laselle and Spaulding. Little, Brown & Co., Chicago, Ill.

27. Riverside Readers, J. H. Van Sickle. Houghton, Mifflin Co., Chicago Ill.
28. Plays and Games. I. S. T. C., Extension Department, Cedar Falls, Ia.
29. Founders of Our Country, F. E. Coe. American Book Co., Chicago, Ill.
30. Makers of the Nation, F. E. Coe. American Book Co., Chicago, Ill.
31. General Lessons in Citizenship. I. S. T. C. Bulletin, Cedar Falls, Iowa.
32. Fifty Famous Stories Retold, James Baldwin. American Book Co., Chicago.
33. Lincoln, the Young Man, Deming & Bemus. F. A. Stokes Co., New York.
34. Sure Pop and Safety, R. R. Bailey. World Book Co., New York.

For the Intermediate Grades.

1. The Making of Iowa, Henry Sabin. A. Flanagan Co., Chicago, Ill.
2. Iowa Stories, Books I and II. Clarence R. Aurner, Iowa City, Iowa.
3. Our Neighborhood, John F. Smith. The John C. Winston Co., Chicago.
4. Our Community, Ziegler and Jaquette. John C. Winston Co., Chicago.
5. Citizenship in School and Out, Dunn & Harris. D. C. Heath & Co., Chicago.
6. My Country, Grace A. Turkington. Ginn & Co., Chicago, Ill.
7. Plain Facts for Future Citizens, Mary F. Sharp. American Book Co., Chicago, Ill.
8. Good Citizenship, Richman and Wallach. American Book Co., Chicago, Ill.
9. Elementary Civics for Fifth and Sixth Grades, Arthur T. Gorton. Charles H. Merrill Co., Chicago, Ill.
10. I Am an American, Sara Cone Bryant. Houghton, Mifflin Co., Chicago.
11. Stories of Patriotism, Deming & Bemis. Houghton, Mifflin Co., Chicago, Ill.
12. Lessons for Junior Citizens, Hill. Ginn & Co., Chicago, Ill.
13. The Young Citizen, Charles F. Dole. D. C. Heath & Co., Chicago.
14. What To Do for Uncle Sam, Caroline Bailey. A. Flanagan Co., Chicago.
15. City Government for Young People, Willard. Macmillan Co., Chicago.
16. Lessons in Americanism, Martin J. Wade, 1920. J. B. Lippincott Co., Philadelphia, Penn.
17. Makers of The Nation, F. E. Coe. American Book Co., Chicago, Ill.
18. The Young American, A. E. Judson. Chas. E. Merrill Co., Chicago.
19. Founders of Our County, F. E. Coe. American Book Co., Chicago.
20. Stories of Americans in the World War. Chas. E. Merrill Co., Chicago.
21. Iowa Parks. Report of Iowa Board of Conservation, 1919.
22. Iowa's Children and Communities at Play. Department of Public Instruction, Des Moines.
23. Iowa State Highway Commission Bulletins. Address Highways Commission, Ames, Iowa.
24. Current Events, A Weekly Newspaper of Current Events. Address Current Events, Springfield, Mass.
25. Iowa Official Register. Free Distribution from the Office of the Secretary of State, Des Moines, Iowa.
26. A Good Map of Iowa. Address, Iowa Railroad Commission, Des Moines.

27. A Map of Your County. Call on the county auditor at the court house.

For the Seventh and Eighth Grades.

1. Community Civics, R. O. Hughes. Allyn and Bacon, Chicago, Ill.
2. The City, State and Nation, William L. Nida. Macmillan Co., Chicago.
3. The Community and the Citizen, Arthur W. Dunn, 1914. D. C. Heath & Co., Chicago.
4. Our America—the Elements of Civics, John A. Lapp, 1917. Bobbs-Merrill Co., Indianapolis, Ind.
5. Essentials of Civil Government. S. E. Forman, 1918. American Book Co., Chicago.
6. A Course in Citizenship, Cabot, Andrews Hill. Houghton, Mifflin Co., Chicago.
7. Preparing for Citizenship, W. B. Guitteau. Houghton, Mifflin Co., Chicago.
8. Social Problems, E. T. Towne. Macmillan Co., Chicago.
9. The Government of Iowa and the United States, Chas. H. Meyerholz, Educational Publishing Co., Chicago.
10. The Government, Frank E. Horack, 1920. Chas. Scribners Sons, Chicago.
11. Iowa and the Nation, Chandler and Cherny. A. Flanagan Co., Chicago.
12. Community Civics, Edwin W. Adams, 1920. Charles Scribner Sons, Chicago.
13. The Land of Fair Play, Geoffrey Parsons, 1920. Charles Scribners, Sons, Chicago, Ill.
14. Stories of Thrift for Young Americans, Myron T. Prichard. Chas. Scribners, Sons, Chicago.
15. Thrift and Conservation, G. H. Chamberlain. J. B. Lippincott, Chicago.
16. History of the Thrift Movement, Strauss. J. B. Lippincott, Chicago.
17. The Story of Liberty, James Baldwin. American Book Co., Chicago.
18. Guiding Principles for American Voters, A. L. Mason. Bobbs-Merrill Co., Indianapolis, Ind.
19. Dynamic Americanism, Arnold Hall. Bobbs-Merrill Co., Indianapolis.
20. Americanization, Winthrop Talbot. H. W. Wilson Co., New York.
21. Lessons in Americanism, Wade, Russell, Meyerholz. J. B. Lippincott, Philadelphia.
22. American Leaders, Books I and II. J. B. Lippincott, Philadelphia.
23. Causes and Meaning of the Great War, Wilbur F. Gordy, 1920. Charles Scribners Sons, Chicago, Ill.
24. The Charm of Fine Manners, Starrett. J. B. Lippincott, Philadelphia.
25. The Book of Courage, Faris. J. B. Lippincott, Philadelphia.
26. Government as a Business, Frank M. Sparks. Rand McNally Company, Chicago.
27. Current Events, a current magazine, 50c per year, Springfield, Mass.
28. Iowa Official Register. Free on Application to Secretary of State, Des Moines.

Outlines for Upper Grades.

1. Civics in Grades Seven and Eight, John P. Garber, 1917. The Century Printing Co., Philadelphia.

2. The Teaching of Community Civics, Barnard, Carrier, Dunn. Bulletin 1915, No. 23, Bureau of Education, Washington, D. C.
3. Outline of Civics, Iowa and the United States, 1920. C. M. Miller, Iowa City, Iowa.
4. Americanization and Citizenship, Hanson H. Webster. Houghton, Mifflin Co., Chicago, Ill.
5. Civics for Coming Americans, Peter Roberts, 1920. Associated Press, 347 Madison Ave., New York.
6. Map of the County, of the State, of the United States.
7. Sex Education in Public Schools. State Board of Health, Des Moines, Iowa.

REFERENCE BOOKS IN AMERICAN CITIZENSHIP
INDIAN LIFE

For Primary Grades:

1. Legends of Red Children, Mary L. Pratt. American Book Co., Chicago.
2. Dorcas, The Indian Boy, Genevra S. Snedden. D. C. Heath & Co., Chicago.
3. Red Folks and Wild Folks, Edward W. Deming. Frederick A. Stokes, New York.
4. Stories of Indian Children, Mary H. Husted. Public School Publishing Co., Bloomington, Ill.
5. Our Little Indian Cousin, Mary H. Wade. The Page Co., Boston, Mass.

For Intermediate Grades:

1. The Red Indian Fairy Book, Frances J. Olcott. Houghton, Mifflin Co., Chicago, Ill.
2. Indian Legends, Mary E. Hardy. Rand McNally & Co., Chicago, Ill.
3. Old Indian Legends, Litkala-Sa. Ginn and Co., Chicago, Ill.
4. Legends of Red Children, Mary L. Pratt. Werner School Book Co., Chicago.
5. Historical Reader on Indians, Alma H. Burton. The Morse Co., New York.
6. Indian Fairy Book, Florence Choate. Frederick A. Stokes Co., New York.
7. Ten Little Indians, Mary H. Wade. W. A. Wilds Co., Chicago, Ill.

For Grammar Grades:

1. Indian Fights and Fighters, Cyrus T. Brady. Doubleday, Page & Co., New York.
2. The Story of the Indian, George B. Grinnell. D. Appleton & Co., New York.
3. Indian Boyhood, Charles A. Eastman. Little, Brown & Co., Boston.
4. Indian Scout Talks, Charles A. Eastman. Little, Brown & Co., Boston.
5. Book of Indian Braves, Kate D. Sweetser. Harper & Brother, New York.
6. American Indians, Frederick Starr. D. C. Heath & Co., Boston, Mass.
7. Man With the Iron Hand, John C. Parish. Houghton, Mifflin Co., New York.

8. The Boy With the U. S. Indians, Francis R. Wheeler. Lothrop, Lee & Shepherd, Boston, Mass.
9. Indian Days of the Long Ago, Edward S. Curtis, World Book Co., New York.
10. Life Among the Indians, George Catlin. Charles Scribner Sons, New York.
11. Bryant and Red Jacket, Edward Eggleston. Dodd, Mead Co., New York.
12. Wigwam Stories, Mary C. Judd. Ginn & Co., Chicago, Ill.